DOCUMENT RESUME

ED 105 459 CS 201 980

AUTHOR	Lentczner, Joan
TITLE	Struggle in Press Freedom.
INSTITUTION	Journalism Education Association, La Crosse, Wis.
PUB DATE	75
NOTE	33p.
AVAILABLE FROM	Sister M. Rita Jeanne, Secretary/Treasurer, JEA, Sisters of Perpetual Adoration, St. Rose Convent, La Crosse, Wisconsin 54601 ($2.00 nonmember, $0.75 member)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Censorship; Civil Rights; Faculty Advisors; *Freedom of Speech; *Journalism; *School Newspapers; Secondary Education; Student Publications
IDENTIFIERS	Indiana (Yorktown); *Lentczner vs Yorktown High School

ABSTRACT

This paper is a personalized account of one high school journalism faculty advisor's dismissal from her teaching position because she allowed students to publish a series on sex related problems in the high school newspaper. Following a background statement about the case now pending in court, the events leading up to the firing of the teacher are presented by the plaintiff. The remainder of the document consists of the five-part series on sex problems as it was published in the high school newspaper. (RB)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED105467

Struggle in press freedom:

Joan Lentczner

Booklet Price:

Publications program -	free
JEA members	$1.50
Non-members	$4

CS 201 980

Publications Program

2

How would you react if you were suddenly told by the school administration not to print an issue of the school paper or the yearbook? Or, if the same problem were more subtle such as the principal casually asking to see the editorial before it was printed?

Each of us would probably react differently.

There can be no pat answer on how to react to such suggestions, because there are too many variables. But each journalism teacher should think about how he or she would react now. Be ready.

It is for this reason that JEA is printing this material on the background of Joan Lentczner's problems with the Yorktown High School administration. Included is some background material about her, her story of the chain of events surrounding the controversy as reported to a graduate journalism class at Ball State University, and the original stories which appeared in the school paper.

JEA is not advocating that every teacher take the school board to court, if a problem arises because JEA is not the teacher who must face the administration and the community and who must put his job on the line. That would be the teacher. However, each professional teacher should consider what his best course of action would be, if necessary, to protect himself, the students, and the profession.

T. Jan Wiseman
JEA President

Background on the author.....

Joan T. Lentczner is a former publications advisor at Yorktown High School, Yorktown, Indiana. Her teaching contract was not renewed for the 1974-75 school year for reasons which she believes have to do with her constitutionally based belief in a free press for high school students.

The Mt. Pleasant Community Township School Board's decision to terminate her contract followed:

* the publication of a five-part series on sex-related problems of Yorktown High School students in the school newspaper.

*her refusal to resign from her position upon the request of the principal following;

*a favorable evaluation from the principal who had rated her superior, good, or above average in all categories of teaching. He qualified the evaluation by inserting at the end 'is reluctant to work with the administration concerning publications especially in the area where togetherness is most important, i.e. controversial issues.'

Before she accepted the position, Ms. Lentczner questioned both the supintendent, Dr. Earl Grove, and the principal in two separate interviews as to whether or not the school newspaper had to go through the principal's office before publication. Both men indicated no. Had they indicated otherwise, she said, she would not have accepted the position. For most of the school year of 1973-74, Yorktown High School students did, in fact, have a free press, until March 15 when they printed information (the first of the five-part series on sex-related problems at Yorktown High School) some members of the community did not like.

As a graduate of Ball State University, Ms. Lentczner had nine years of media-related experience. She worked for the *Muncie Star* before moving to New York where she was publications adviser for a school district on Long Island. She returned to Ball State University as a graduate teaching assistant in 1972 and completed requirements for her MA degree in journalism by the end of the summer of 1974. She began teaching at Yorktown High School in the fall of 1973.

In talking about her court case and the action, Ms. Lentczner said, 'As a journalism educator, I believe that it is my professional obligation to pursue this course of action, to share my experiences with other journalism educators in my fight for the freedom of the student press, which is developing significant

which is a developing, significant area of the law.'

'Instrumental in this development,' she said, 'are the efforts of the Commission of Inquiry Into High School Journalism. I endorse the recommendation in the Kennedy Report that 'the student staff should have ultimate authority over and responsibility for high school media, which means the right to know and to produce and to disseminate information free of interference or restrictions.'

'In the Kennedy Report, under the *Specific Commission Findings: Censorship*, one of the most disturbing findings is Number 7 which states that censorship is generally accepted by students, teachers and administrators as a routine part of the school process. The report says that this has developed into the most pervasive kind of censorship, that imposed by students upon themselves.'

'Under the same heading, Number 8 states that self-censorship.. has created passivity among students and made them cynical about the guarantees of a free press under the First Amendment.'

'I believe that by not fighting my dismissal, I would be responsible for the perpetuation of this cynicism among students by succumbing to bureaucratic and community pressures to censor school newspapers.

'In her editorial at the end of the year, Cindy Schroeder, the editor-in-chief of the *Broadcaster*, the student newspaper, wrote:

> Until this year, I had just read about a free press and its problems in books. A free press was an overworked phrase that I took for granted, so I never thought much about it.
>
> This year things changed though when I became editor-in-chief of the *Broadcaster* and learned through first hand experience what a free press is. I learned that as a reporter and editor it's not a right to be taken lightly, this responsibility of informing the public of what we think they need to know as well as what they want to know. Sometimes I wish that an incident of problem had never happened, but it's still my duty as a reporter to write that story. In countries where the press is not allowed to be a check on government institutions or individuals, the press is useless as a voice of the people, and becomes a puppet of those in power.

The managing editor, Ted Haggard, spoke in Ms. Lentczner's behalf at a school board meeting in May:

> My biggest concern is my teacher is being fired for something I did, and she is my adviser; she is not my censor...she is not hired to be my censor.
>
> ...After Mrs. Lentczner was fired, I got to thinking about the school board needing some way of influencing what is published and what is not published in the school newspaper. I claim they cannot restrict statements in the newspaper with the exception of libelous material, what every newspaper is subject to. But it looked like to me the school board was letting every teacher know in our school...that if they did step out of line with anything like this that they have one good way of making sure that things like this don't become, are not published in the school newspaper and that is simply not reassigning the contract of the adviser.

'To me,' Ms. Lentczner added, 'there is one issue at stake: the freedom of the high school press. When the editor-in-chief, Cindy, asked me 'What about your job?' I replied, 'Teaching a free press is my job,' and that I could not separate my job from the issue. In an article 'YHS journalism adviser refuses to resign' in the May 13th issue of the *Broadcaster*, she quoted my explanation to her: 'If they (administration) deny the right of a free press to high school students, then they are denying my right as a publications adviser to teach a free press, and that is an infringement upon our First Amendment right.'

by Joan T. Lentczner

In February 1974, Ted Haggard, managing editor of the *Broadcaster*, was approached by a couple of his friends who had gotten themselves in trouble as a result of having sexual intercourse. Not knowing where to go, students often go to each other; they counsel each other and do a poor job of it, and they will admit it. Ted's friends went to him for advice; they needed help; Ted did not know anything. He was as much of a friend to them as he could be but he felt helpless. He said to me, 'I am shocked at my own ignorance.'

He expressed his concern about the rising numbers of pregnancies in the school and cases of venereal disease. 'There is no excuse in this day and age to be so ignorant of a fact of life, of something I agree is the parent's responsibility to do this, but if they don't, someone has to take up the gap,' he said.

He saw himself, as managing editor of the newspaper, in a position where he could do something about the problem. If students were more informed about sex, they might avoid traumatic experiences such as the ones his friends and many others experienced. He suggested the idea for the series on sex-related problems of students in late February. With only seven issues of the newspaper scheduled for publication for the rest of the school year, he knew he had to get started promptly, for he was thinking about a series that would run in several issues.

I told him that he was going to have to (1) prove there is a problem, (2) investigate and research the problem, and (3) report his findings.

I recommended that he introduce the series in outline form explaining the reasons for the series in an editorial that would run alongside of the first installment.

He divided the series into five parts:

*interviews with students who faced the consequences of pre-marital sex, from the male viewpoint and the female viewpoint;

*Planned Parenthood;

*interviews with medical doctors and the clergy;

*abortion; and

*sex education courses offered in other schools and Yorktown High School.

Part 1 was scheduled to run March 15, 1974.

Chronology of Events Leading to My Dismissal

On newspaper production night, March 13, Ted spoke to Dr. Earl Grove, superintendent, and Robert Pickell, principal, both of whom were in the building that night. Although Ted had spoken to both men earlier that month regarding the proposed series and had received favorable responses from each of them, he told them on March 13 what students had been interviewed in particular. According to Ted, the only student they hesitated about was a girl who had recently had an abortion, that everyone in the community would know who she was. (as the students' adviser, I had not conferred with either Grove or Pickell rearding the publication of the series, to my knowledge.) The editors discussed the point with me and decided to run the interview as it was. They felt if the girl consented to the interview, she took the risk of identification. All students in Part 1 consented to the interviews. They knew the interviews would be published and their names would not be used.

On March 15, the *Broadcaster* published Part I of the five-part series. Students, according to reports from editors and staff, received the first part of the series with quiet enthusiasm. The principal complimented Ted on the fine

PERSONS INVOLVED IN YORKTOWN HIGH SCHOOL CASE

Joan T. Lentczner	-	Publications adviser and a JEA member
Cindy Schroeder	-	Editor-in-chief of the student newspaper
Ted Haggard	-	Managing editor of the student newspaper
Earl Grove	-	Superintendent of the school district
Robert Pickell	-	Principal of Yorktown High School
Dave Uptgraft	-	Vice principal of Yorktown High School
Rudy Murray	-	Guidance counselor at Yorktown High School

issue; in fact, Ted was surprised by the end of the day that he had heard no adverse reaction to the series.

On March 22, Friday, I received a call from Dr. Grove, superintendent, who told me the board members wanted to meet with me on March 25, Monday, in a closed meeting. He said he did not know what they were going to discuss. I was informed by Pickell and Dave Uptgraft, vice-principal, that a couple of board members had received phone calls from a 'block of parents,' (which they later changed to 'several parents') who apparently were critical of Part I of the series. I met with Pickell and Uptgraft after school for an hour and a half. I was informed that Uptgraft would be attending the closed board meeting with me since Pickell would be in Chicago at a convention. Both men asked me how I was going to respond to the board; they had anticipated questions the board might ask; they also indicated to me they did not want to risk losing their jobs over this. I told them I would not give the board the opportunity to censor the newspaper, but I would consider working with the administration on the remaining parts of the series because of its apparent controversial nature. This appeared to appease both men.

On Monday, March 25, I spoke to both editors, Cindy and Ted, and recommended that they cooperate with the administration on the series, that I had been requested to attend a closed meeting of the board apparently because of criticism the series had received by unidentified members of the community. Both editors agreed willingly to work with the administration on the rest of the series. The managing editor, Ted, agreed; he was anxious; he welcomed their (board members') help. 'They know the community. They can give some worthy advice,' he said.

On the evening of March 25th, I met with Uptgraft at 8 p.m. in the high school where I was informed Rudy Murray, guidance counselor, planned to attend the meeting also. We waited until 9 p.m. for the superintendent's phone call at which time we reported to his office.

The five-member board of education, led by Dr. Thomas Brown, president, expressed the following views:

1) 'I cannot criticize the journalism style.'

2) 'The content of Part I (which was the only part that had been published) is too frank.' (Board member Charles Neff)

3) 'The interviews were *True Story* magazine style, sensational.' (Neff)

4) 'Doesn't the principal see these stories before they go to press?' (Board member Carl Scott)

5) 'I have been out of town. I have not had time to read it.' (Board member Jack Parkison)

6) 'Do you feel this is the way to impart this information to the students?' (Dr. Brown). I replied that the newspaper staff had unanimously voted for the series to be run in the *Broadcaster* which is a legitimate vehicle for disseminating this information to students.

7) 'I understand the students' concern for the problem, but I do not agree with their approach.' (Dr. Brown)

8) 'The *Broadcaster* goes into homes with little children who are exposed to this material, and parents object ot this.' (Neff) I replied that this is a high school newspaper written for a high school audience.

9) 'I'm a little old-fashioned, but isn't there a spiritual side of love anymore?' (Board member Ralph Heath)

10) 'What about the rest of the series?' I replied that it was outlined in the editorial which appeared in the same issue as Part I of the series.

11) 'I like my job on the board and do not want to lose it. I have received phone calls from members of the community who are dissatisfied with Part I.' (Neff). He seemed to equate Part I of the series with the job he is doing on the board.

12) 'The newspaper could be eliminated.' (Neff). He implied there would be no need to have a publications adviser, that I run the risk of losing my job as well as he.

By the conclusion of the meeting, the board clearly implied its inability to face the concept of a free press. I said that because of the controversial nature of the series, I had spoken with my editors and we agreed to work with the administration on the remaining four parts of the series. Board member Ralph Heath raised his arm and pointed his finger to the ceilling and said 'That's a very wise decision, young lady!' I told the board I did not mean to imply this means censorship.

Carl Scott, board member, said in a surprised tone, 'Doesn't she believe in censorship at all?' I did not hear the superintendent's answer to him.

Asked if there was a problem in the high school, Rudy Murray, guidance counselor, answered that he believed there was. 'Then why isn't anything being done about it?' The guidance counselor said there are no easy answers and cited the lack of success with sex education courses in other schools.

Uptgraft reported results of a survey which indicated two-thirds of Yorktown High School students and two-thirds of the faculty supported Part I of the five-part series. The board made no comment. (See March 29th issue of the *Broadcaster*, page 2.) The meeting was adjourned at 11 p.m. Dr. Grove said little throughout the meeting other than to nod yes or no to board questions.

On March 26th, Tuesday, Ted complained to me that Uptgraft was annoying him in the

hallways by stopping and asking him if he had the information for Part 2 ready for him to see. Ted indicated to me he did not like the feeling he had, that Uptgraft was trying to take control. Ted finally took the material for Part 2 into his office later that afternoon, showing him a chart, published by the U. S. Department of Health, Education and Welfare, presenting means of contraceptives and their effectiveness. Uptgraft said no, definitely not; if the chart is released it would weigh too much emphasis on this particular part of Planned Parenthood. Ted said, 'Okay, I'll delete some of it. I'll rewrite some of it in paragraph form, leaving in percentages of the effectiveness.' Uptgraft said no, leave it out 100 percent, that it might disturb a few members of the community. 'You can't print it.'

Ted said later, 'I've never had that said to me before, so I was mad over that. He (Uptgraft) didn't give me advice; he gave me orders; he was not cooperative; he was not in a 'work with' mood; he was on top: I was the writer; I did what he said. At the time I did not know Uptgraft did not have the legal authority to censor what I wrote,' he said.

On the same day, March 26th, Uptgraft told me to take the copies of the last issue of the *Broadcaster* off the counter at Bonnet Drug Store. I told the editor-in-chief, Cindy, whose father is co-owner of the drug store. She said, 'That's illegal; he cannot order us to do that.' I did not take the copies off the stand.

Pickell returned to school of March 27th, Wednesday. I reported to him that concessions had been made in Part 2, Planned Parenthood, and submitted the final draft to him. I expressed to him my concern over Uptgraft's approach to Ted, that Uptgraft had made Ted nervous and skeptical of the administration's aims. Pickell exclaimed impatiently that he hired me to advise the newspaper, that this was my job (implying to censor), and he wanted no part of it as though we had not met on Friday.

The second part of the series was published in the March 29th issue of the *Broadcaster*. This issue carried an editorial written by Ted saying he had been censored by Uptgraft. Cindy criticized his editorial for sounding 'childish.' Ted was disappointed in the Planned Parenthood article and visibly depressed over Cindy's comment. I told him had he disagreed with Uptgraft in his (Uptgraft's) office, had his convictions been strong enough that he refused to go along with Uptgraft for reasons he believed were valid, then I would have defended his right to publish the information I told him Uptgraft has no authority to censor him, but he must know what he wants in order to work with the administration on equal terms rather than a censorship basis.

After our discussion, I stopped by Uptgraft's office and said 'Ted is upset with himself because he allowed you to censor him.' Uptgraft nodded as if he were proud of the power he had exercised to censor when I said 'I told Ted that it is illegal for you to censor the press, that had Ted disagreed with you face to face, the chart would have been published.'

I later found the opportunity to tell Ted I spoke to Uptgraft. After telling him what I said, he raised his head thoughtfully and said, 'I'm glad you said that to Mr. Uptgraft.'

The reactions to the Planned Parenthood article were deserved. Rudy Murray, guidance counselor, said, 'It was flat.' Another liberal teacher said, 'It seemed like something was missing.'

On that same day (March 29th) *The Yorktown and Delaware County Suburban News*, a weekly newspaper, carried a lead story on the front page, 'School board raps YHS sex-related news article.' The sex-related news article referred to Part I. In the article, Dr. Thomas Brown, president of the school board, was quoted as saying on Wednesday, March 27, 'The school board disapproves of the publication of the series of articles on the sex-related articles
problems of Yorktown High School students...' The *News* reported an inaccuracy in the same article: Dr. Brown said 'This article was published without consultation with the school administration. It is our understanding we have no legal right to suppress the statements of the students on this newspaper and that this restriction is a result of a Supreme Court decision.

'However, it is the desire of the board that the welfare of the students as generally desired by the parents and delegated by the statutes of the State of Indiana shall be observed.' Dr. Brown later denied saying the article was published without consultation with the school administration in a phone call he made to Cindy Schroeder on May 19.

In the 'Sex Education Guidelines' of the State of Indiana, teachers are encouraged to stress the 'wonder of the creation of life and its spiritual implications' and 'shall not' teach 'methods and techniques of contraception, abortion, descriptions and positions of sexual intercourse.' A copy of the guidelines was given to me by Uptgraft.

In the same issue of the *News* on the editorial page under 'Editorial Comment,' presumably written by the editor, it reads that 'we have received a letter complaining about an issue of the YHS *Broadcaster* especially their article on sexual-related problems . . .'

Paragraphs 8, 9, and 10 read:

> It is doubtfull that the sex problem exists for the majority of the Yorktown High School students as

was implied by the student newspaper, and it is doubtful that the newspaper staff should find it necessary to go to such great lengths (a series of five articles) including an indication they will offer information on birth control and abortion for the students.

We are 100 per cent in favor of a free press, but with that freedom comes the need for responsibility.

We feel they are going just a bit far and beyond the scope of what a high school student newspaper should be.

The editorial does not say what a high school student newspaper should be. The editorial reports that the information the newspaper is covering is available from other sources, which are 'easily available' although it does not mention who or what these sources are. It also strongly implies that the student newspaper is not qualified to handle this material, i.e. sex information should be provided by a qualified person.

The editor is making the false assumption that the students are writing on their own authority as opposed to reporting from authorative sources. The editor is also re-affirming what the Kennedy Report has found to be true: 'The professional news media does not take seriously the First Amendment problems of high school journalists and does little to help protect the free press rights of students.'

Also on the page was a letter to the editor from a 'Yorktown backer,' asking the board of education where they have been while someone 'down' at the high school has been printing 'these truly tasteless sex stories' in the high school paper.

This 'Yorktown backer' was 'truly shocked at the obvious lack of teacher control we have at our schools. If we had teacher, student discipline, this sort of drivel wouldn't even be allowed for discussion in classrooms, let alone in school-sponsored paper.

'As one taxpayer I feel our duly elected school board should take actions against the journalism teacher or whoever is responsible for such ridiculous things appearing in something that is funded by our tax dollars.' (The *Broadcaster* is financially independent of school funds.)

The following week on April 5th, the *News* ran a Letter to the Editor, a reply to the Yorktown backer, from a Yorktown mother who said, Yorktown, take your head out of the sand.' She wrote that the interviews in Part I were shocking, but the school board and many area residents need to be shocked because their attitude is that of the ostrich, 'stick your head in the sand and you're safe.' She defended a 'well-informed person on any subject, the dissemination of information which equips students to make intelligent decisions in regard to that subject including sex.' She praised the newspaper for bringing the problem to the attention of the community.

'I say hooray for the teacher with enogh courage to let them print. At least, they are not ostrichs,' she concluded.

School resumed on April 15th, following spring vacation which caused spring fever and a change in the production schedule of the newspaper from an April 19th issue to an April 26th issue.

On April 19th, I was informed by the principal's secretary that he would like to see me at 10:15 a.m. I reported to his office and he asked me if I could wait, he would like to have a cup of coffee. He appeared to be under a lot of pressure and nervous. Rather than waiting for him in the outer office, I decided to have coffee and walked to the faculty lounge. He was sitting at the table sipping his coffee, puffing at a cigarette and talking to a faculty member. I poured myself a cup of coffee and sat down. When he finished, we walked down to his office and rather than sitting behind his desk, he pulled up a chair next to me with my evaluation in his hand. He scanned through the evaluation dated April 15th which included ratings from 'average', 'good' to 'superior', noting that I had been late to class and considerably late in picking up my grade cards several times, but implied that those things were minor, that I was on a one-year agreement and he was recommending a change in my position for next year. He handed me the evaluation on which he wrote at the bottom under his signature 'Is reluctant to work with the administration concerning publications—especially in the areas where togetherness is most important i.e. controversial issues. This is evident even after statement at board meeting.' Above the comment he had written 'above average teacher and an excellent organizer.'

He admitted the trouble that developed over the series and my 'inability,' which he immediately changed to 'reluctance' to work with the administration, caused him to recommend a change. I told him I was sorry he felt that way, that he was being unfair, this was my first confrontation with him after the first part of the series was published, and that I had received no criticism from him on the series prior to this time. He asked me if I would write a letter of resignation and I said no, that I liked my job and was planning on staying next year. I told him I believed in honest relationships; I had been honest with him all year and let us be honest with each other now; this was his decision, he was going to have to stand by it.

His reply was, 'Joan, to be honest, you scare me.' He told me that he would write me a letter of recommendation, that I was 'knowledgeable,' and he could not find

another adviser of higher caliber. He told me I should be teaching in college, not high school. He said we disagreed in philosophies. I asked him what his philosophy was. He said he had committed himself to the philosophy of a censored press. 'This community wants a censored press. They are not ready for you. You're too progressive for this area.'

He asked me again for my resignation. Before I left his office, I assured him I would not resign. After our meeting, I called the superintendent's office and made an appointment with Dr. Grove for Monday, April 22.

Cindy was called in to Pickell's office Monday (April 22) morning. According to her, they discussed the role of the adviser and Pickell tried to convince her that an adviser is a censor as well. The newspaper class is a formal classroom setting and he asked 'Don't you have to do what your teacher tells you to do?'

In the way of classroom assignments, Cindy agreed, but reported to me that she said 'Mrs. Lentczner does not tell us what to print and what not to print; she teaches us the newspaper process.'

According to her, Pickell could not separate the two roles no matter how much she tried to explain to him. By the end of the meeting, she felt badgered; she came to me frustrated and asked 'What is your role as advisor?' Before I could answer, she said, 'I kept telling him you advised us; you did not censor us, but he would not accept it.'

After school on Monday, I met with Dr. Grove. I told him I was disappointed in Pickell; he has a reputation of not being able to cope with problems; I am an example of how he copes with problems; he get rid of them. Dr. Grove listened to me vent criticism of Pickell and showed more than passing interest in what I said. He was fully aware that I had been asked to resign and knew I would not resign.

I told him, 'I am an individual with certain rights. I feel I have been treated unfairly,' and I would not resign under these circumstances.

Dr. Grove asked me if I would teach English next year. I replied, 'You mean teach English and not journalism?'

He answered yes. 'At least you would have a job with your husband in school, 'implying he knew we needed the money.

I said no, I could not do it.

He told me that I was the first teacher he would have to dismiss because I would not write a letter of resignation. He said he has had to let teachers go in the past. 'Some I was glad to see go; others I was not. I am not glad to see you go,' he said. He also told me that the board did not want my contract as publications adviser renewed because of the trouble that developed over the series.

After this meeting with Dr. Grove, I returned to the high school and informed Cindy, who was working in the publications room, that I had been asked to resign and trusted her to keep this information confidential.

Ironically, the *Broacaster* carried an editorial 'Congress shall make no laws . . . abridging the freedom of speech or the press. . .' the same day I was fired, Friday, April 26. Dr. Grove met me after school in the hallway and told me he wanted to see me but to wait until the students had left the building. I went to Pickell's office where Dr. Grove handed me the official notice of the termination of my contract. Pickell sat nervously behind his desk and pointed to the issue of the *Broadcaster* which carried Part 3 of the series (the doctors' and clergys' viewpoints on sex-related problems of YHS students) and complimented the fine issue which was on his desk. 'Have you seen it?' he asked Dr. Grove, who responded no for reasons I have forgotten.

Pickell said 'I may have made a mistake. Mrs. Lentczner, in lieu of what has happened this past week, has acted like a super-professional.'

Dr. Grove reiterated to me in Pickell's office that this was one dismissal he was not happy to make, that he did not want to see me go, yet his signature was on the official notice of the termination of my contract.

In the editorial 'Congress shall make no laws . . . abridging the freedom of speech or the press . . . ', the editor-in- chief alluded to 'taxpayers who are using their voting power and/or community prestige to pressure school officials into having printed what THEY want students to read in the high school newspaper.' Realizing Pickell and Dr. Grove were powerless, that the system was not trusted to run itself, I informed them I planned to ask for a board hearing.

After our metting, I called Dr. Louis Ingelhart, chairman of the Journalism Department at Ball State University, to seek his advice on legal counsel available to me. He recommended several sources including Richard Cardwell, legal counsel for the Hoosier State Press Association; American Civil Liberties Union, Journalism Education Association, Indiana State Teachers Association. I selected Cardwell because he represented the press and I believed my case was a press freedom issue.

On Monday, I contacted Cardwell in Indianapolis and made an appointment with him for Tuesday, April 30. I arranged to take

a personal business day from school Tuesday. (Teachers are allowed two personal days a year.)

The announcement of the non-renewal of my contract was made the open meeting of the school board on Monday, April 29. Gary Davis, reporter for the *Muncie Evening Press*, called me at my home after the board meeting (which I did not attend) and asked me what this was all about and could he come over to my apartment to talk to me. My student teacher, Debbie Taylor, knew Davis and said he had been following my case for some time, but had been sitting on it until now. Davis arrived within minutes. Debbie, Ted and Cindy arrived later. I showed Davis my evaluation.

He used information from the evaluation in his story 'School paper sex articles bring firing of teacher' published Tuesday, April 30. He reported in the article that Dr. Brown said the board unanimously approved Pickell's recommendation that my contract not be renewed, that he admitted the board had supported the recommendation due to community pressure, and concerning a probable appeal by me, he said, 'I don't thnik the board is going to refuse to sit think down and talk to her.' In the article, Dr. Brown contradicted himself by saying he had heard both positive and negative reaction to the series, and then later that evening he had heard nothing but negative comments from townspeople.

Davis called the series the 'brainchild' of the managing editor. Ted Haggard, senior, who will attend Oral Roberts University in the fall. Haggard, he wrote, reported he received compliments on Part 1 of the series by Pickell, 'who voiced no complaints.

Davis also reported I was conferring with legal counsel from Hoosier State Press Association on Tuesday.

In my meeting with Cardwell, I learned that non-tenure teachers are powerless since boards of education do not have to give them reasons for dismissal; they can be dismissed without due cause. I informed Cardwell that I was fighting for press freedom, not my job, although I found it difficult to separate the two since press freedom is an indispensable part of my job. He told me I had a good case, but he could not take the case without pay. He estimated the cost could be anywhere from $2,000 to $10,000; the case could go as far as the State Supreme Court, he believed. I could not afford these costs, and he recommended that I apply for assistance from the Indiana Civil Liberties Union. Together, we drew up a letter to the ICLU and he offered me his continued assistance until I found legal counsel or financial assistance in retaining legal counsel. He also agreed to write a letter to the school board asking for a hearing.

On Tuesday, April 30, in *The Muncie Star* the lead of an article 'Teacher, Band Contract Non-Renewals ard Disputed at Yorktown,' read, 'The issue of a free high school press could eventually be taken to court in connection with a YHS teacher who is also adviser of student publications.' The reporter, Gail Bales, wrote that the *Broadcaster* has been noted for its 'open' coverage, a term which she did not define, of the school system th is past year, 'including a recent series on sex education, abortion and other related subjects.'

I returned to school on Wednesday, May 1, and found the newspaper article 'School sex articles bring firing of teacher' posted in the faculty lounge with a note written at the top FACULTY READ. I spoke to both yearbook and newspaper classes and explained to them that part of my job this year was to inform them of their individual rights so they could learn how to exercise these rights. A free press can only survive through the exercise of the rights of free speech and free press. Without a free press, a democracy does not exist. I am fighting my dismissal because I feel I was dismissed for exercising my constitutional rights and instilling in my students an appreciation of their constitutional rights.

Student reaction to the news of my dismissal was high. They were very supportive of me and surprised, upset and confused by the action the board had taken. Faculty reaction was outwardly silent.

On Wednesday after school I met with Dr. Ingelhart to discuss possible sources for financial aid in fighting my case when I was asked at 4:30 p.m. to speak at a meeting of Women in Communications, Inc. (WICI) by their sponsor, Dr. William Lawbaugh. At 5 p.m., I spoke to the group, and at their request promised to provide them with copies of the *Broadcaster* so they could read the series.

On Thursday, May 2, the Ball State University *Daily News* ran a front page article (boxed) covering this meeting. In the article 'Teacher seeks help to fight dismissal,' I was quoted, 'It's the issue I'm fighting. . . Democracy stresses individual rights. That's the job I've tried to do this year. Without a Free Press, you have no democracy.

On the same day, *The Muncie Press* ran an article 'Fired Yorktown teacher to appeal' reporting I had conferred five hours Tuesday with Cardwell, 'who believes the firing my become a case for a state court' and has referred me to the ICLU.

At the end of the article, it read:

* that the mother of one of my students told me she feared assistance from the ICLU might actually hurt my appeal chances because the ICLU is not popular in Yorktown.

* that one resident told me the ICLU is looked upon as being Communist by Yorktowners.

* that I was also informed that at least two members of the Mt. Pleasant school board are members of the ultra-conservative John Birch Society and would oppose ICLU intervention.

The Muncie Star on Sunday, May 5, ran the article 'School Board Races Promise Action' on seven school districts in Delaware County who will be electing new members to their school boards. A paragraph on Yorktown read:

> Interest in the Mt. Pleasant election has perked up during the past two weeks with the dropping of the contract of Mrs. Joan Lentczner, journalism teacher at Yorktown High School. The decision by Principal Bob Pickell not to renew the first-year teacher's contract involved the publishing of a series of birth control-related articles by the school newspaper. Cindy Schroeder, daughter of the school board candidate, was involved in writing the series.

On Friday, May 3, I spoke to Ted's father, Dr. Marcus Haggard, who wanted to retain a lawyer, his lawyer, for me. He expressed his concern and dissatisfaction with the board's decision to fire me, and his concern about this being on my record, hurting my chances of getting a job in the future. At the time I did not know to what extent he wanted to help me until Cardwell and I met with his lawyer, Jack Slagle, on Tuesday, May 7. Slagel informed us that Dr. Haggard, being Ted's father, had my best interests at heart. He felt an injustice had been done and that he was partly to blame because his son was responsible for the publication of the series, that I had lost my job for something his son had done.

When Cardwell and I explained to him that we were fighting the press freedom issue and the termination of my contract which was caused by my exercising my First Amendment rights, he shook his head and smiled. 'I assure you that Dr. Haggard is in no financial position to fight that battle, but if you want me to see that your record is cleared, and I can do that in a matter of minutes, then we can take care of that . . . you see, ' he said, 'I happen to be white, Anglo Saxon and Catholic. I believe people should be subject ot authority.'

He presented my alternatives to me: (1) 'You could go ahead and sue the board and have your name become poison to every board of education in the country,' or (2) 'You can learn to live with an insoluble problem,' which he equated with maturity.

After our meeting with Slagle, I asked Cardwell if he would be willing to work with ICLU and he said yes. Slagle was no further use to us. We could only wait to hear from the ICLU.

Ted approached me several times during that week (May 6-10) and asked anxiously 'What can we (students) do? How can we help?' I told him I did not want to tell him what to do; whatever he felt like doing to gain support in my behalf, he should go ahead on his own and do, and not involve me for reasons of professional ethics. I explained to him I did not want to play a self-serving role, for that was not my purpose for fighting my dismissal. He understood and went to work on his own, organizing help and support. Cindy assisted him in writing two different petitions, one for students to sign and the other for members of the community. Ted squelched a walk-out for Friday, May 10, by students who he said were 'mad' and planned to walk-out to protest my dismissal. He spread the word among students that the walk-out would hurt rather than help what 'we' (students) were trying to do. Ted planned to take the petitions to the board meeting of May 13 and speak to the board on my behalf. His father, Dr. Haggard, and Rev. Donald Bowman of the Methodist Church were also scheduled to speak on my behalf, according to Ted. (I have not met Rev. Bowman personally.)

On Saturday, May 11, *The Muncie Evening Press* ran a front page story 'Yorktown pupils go to bat for teacher fired by board.' Gary Davis, reporter, wrote the lead:

> A petition with names of several hundred Yorktown High School students protesting the firing of journalism teacher, Joan Lentczner, will be given the Mt. Pleasant Township Community Schools board of trustees Monday night.

Davis report I expected to file legal action against the firing, but that I awaited a decision from the ICLU on providing me with financial assistance. He reported Barbara Williamson, executive secretary of ICLU, said the group's attorneys are studying the case and expect a ruling to be made on my application Thursday, May 6, in Indianapolis. He also reported Cardwell said he had sent a letter to the Mt. Pleasant board requesting a formal public hearing for me. He asked the board:

* to give a specified list of reasons for Mrs. Lentczner's firing.

* to provide him time to prepare a case after the list is given.

* to conduct the hearing in public, open to news media and provide for presentation of arguments and cross-examination of adverse witnesses.

Also included in the article was the statement on the petition that read:

> The undersigned, all students of Yorktown High School believe Mrs. Lentczner should be retained as a teacher in our school. We don't think the school board is promoting a high academic level by requesting a teacher of this quality to leave our system.

Ted was described as coming 'from a conservative religious family of southern Baptists,' planning to attend Oral Roberts University next fall and his family as favoring the sex problem articles because 'the Bible advocates truth.'

He reportedly said, 'The future of journalism at the school will be jeopardized if Mrs. Lentczner is not reinstated.' In regard to the protest petition circulating in the community, he anticipated a 'fair to average' response. There was a problem in distributing petitions due to 'lack of manpower.'

Davis also reporter that *Broadcaster* staffers were claiming total support from students and considerable support from teachers. He quoted Cardwell, 'The school board got mad at the kids and fired the teacher.'

Cindy Schroeder's family was described in the article as 'particularly pressurized' with election to the school board last Tuesday (May 7) of her father.

> She's less outspoken on Mrs. Lentczner's firing than Haggard, but is philosophical: 'I think this issue of what a high school press really is has been in the making for a long time - under the surface - something we've never thought about - it took something like the sex series to bring it out in the open.' Cindy stated her parents support a 'free and responsible press'.

The *Muncie Star* on May 14 ran the comments in brief of the three speakers, Rev. Donald Bowman, Dr. Marcus Haggard and Ted Haggard, all of whom asked the board Monday night (May 13) to reconsider its decision not to rehire me. The reported comments were as follows:

Rev. Bowman:

> I want to commend the students and staff involved in what I think is a fine newspaper. I do not condone pre-marital sexual acts, but I do feel the students are trying to lift a problem.

Dr. Haggard:

> Mrs. Lentczner was in no way the source of the idea behind the series. It was spawned by the students . . . he defended the newspaper as a darned good newspaper.

Ted Haggard:

> Young Haggard said he had administration approval for the series, since Pickell had looked over the stories and indicated he saw nothing wrong with them.

In regard to his discussion with Dr. Grove, Ted was quoted as saying, 'I remember I was encouraged about it.' He reportedly presented to the board petitions bearing the names of 300 students and 80 adults who backed me. The board reportedly made no comment after Ted spoke.

Ted was also reported to have been asked if he felt he would get his adviser back and said, 'No, they have no legal obligation to keep her since she's not on tenure.'

The *Yorktown and Delaware County Suburban News* ran a lead story on the front page on May 17 'Citizens speak on teacher's behalf.' The article focused on Bowman's concern that my students and I went 'out on a limb to be creative and do something different in the way of coverage,' his concern about 'letting this matter go unjustly,' that other teachers will be afraid 'of doing anything that is not traditionally acceptable.' Bowman said 'I hate to see the kind of feeling that teachers will be afraid to take a risk.'

Dr. Haggard was quoted a couple of times in the article and requested the board 'reinstate Mrs. Lentczner, and then if you to fire her, do it for something else.'

Ted Haggard was quoted as saying not to 'fire her for something I did; she is not my censor; Mrs. Lentczner is my adviser and only the adviser,' and later in the article, 'If they (students) were unfavorable to the first issue (Part 1 of the series) we could have canned it.'

In regard to newspaper policies, he reportedly said:

> they are to inform the students of what they need and want to know . . . to represent and be the voice of the student body . . . the students write editorials . . . Mrs. Lentczner is not a censor . . . she checks the grammar. That's all . . . no one has the right to censor.

In the article, the reporter wrote 'Haggard saw the need to inform as a real problem.' He reportedly said:

> There's no excuse for the people to be ignorant in this day and age . . . This series did not advocate sex education, pre-marital sex or anything like that . . . we simply told the facts as we found them . . . we have cooperated with Pickell and Uptgraft completely.

In the same issue, the *News* ran a letter to the editor, 'Ball State's WICI unanimously supports YHS adviser Lentczner,' by William M. Lawbaugh, adviser to WICI, Ball State University. The letter was addressed to me and thanked me for attending their May 1 meeting, pledged the chapter's full support of a free campus press, expressed an 'intense interest' in my 'unfortunate' situation, and offered help in the

'preservation or restoration of a free and responsible press.' Lawbaugh wrote that press clippings of my story 'are being sent to the National Headquarters of WICI in Austin, Texas, for their information and possible action.' I also received a copy of this letter from Lawbaugh.

On May 21, *The Muncie Star* ran an article 'ICLU May Step Into the Yorktown Case,' reporting the ICLU is continuing to investigate my case and is looking for a Muncie attorney for me.

On that same day *The Indianapolis News* picked up the story 'ICLU Backing Offered to Yorktown Teacher,' reporting the information that *The Star* ran and generous background on the case including references to the author falling back on the Bible, i.e. 'the Bible advocates truth,' and the function of the school press. Also on the same day, the Associated Press picked up a brief version of the story.

Tom Cochran of WNAP, FM radio station, sent a letter dated May 13 to Ted, Cindy andtthe *Broadcaster,* offering encouragement for the 'fine series dealing with sexual attitudes and habits of Yorktown students.

> The work represents an awareness of the needs of your readership. I can appreciate the time and research that into the preparation. It is good to see young journalists taking the craft seriously. Those skills you exercise now will ultimately affect not only the community you report to and about, but your growth as well.
>
> The pursuit of good journalism is not always easy, but it's a job that needs to be done if any of us are to evolve.

WNAP ran spot coverage of the Yorktown High School journalists, the series and the board's action not to renew my contract during the first two weeks in May.

On May 31, *The Star* ran an article 'Hearing Rejected for Mrs. Lentczner.' According to the article, the board unanimously agreed the previous evening, May 30, to write me a letter outlining in detail why I was not rehired.

Dr. Grove reportedly told the board 'We researched this with our lawyer and we are not required by Indiana law to offer such a hearing for a non-tenure teacher.'

On that day, Jerry Baumgardner, Muncie attorney and deputy prosecutor, agreed to take my case.

On June 5, the last day of school, I was summoned to Pickell's office where Uptgraft and Dr. Grove were also present. Dr. Grove handed me a sealed envelope and said in a nervous tone 'I have been instructed to give this to you.' I did not make an attempt to open the envelope in the office, but instead asked if I could see Pickell in private. Uptgraft and Dr. Grove left the office. I told Pickell in lieu of the fact that I was no longer officially employed in the school, I still felt an obligation to follow through on the yearbook which was not complete. He nodded and asked if I was going to be around this summer and I said yes. He wrote both yearbook editors' names on a piece of paper and said he would contact them when proofs arrived. He did not give me a definite answer, yes or no, as to whether or not he wanted me to complete advisory work on the yearbook. Since that time, the yearbook editors, Doris Turner and Debbie Mixell, and I have proofed 80 pages of the book in my home.

The letter was signed by the board president, Dr. Thomas Brown, and gave 11 reasons for the non-renewal of my contract. '. . . reluctant to work with the administration on controversial issues' ('on publications' which was written on my evaluation was not included) was number 6. The remaining 10 points, for example, picking up my report cards late, arriving to class late, not attending faculty meetings, etc., serve only to cloud the issue was are fighting.

As my lawyer, Jerry Baumgardner, said on June 6, 'We have to prove the reason they fired you was because of the series.'

This summary was written during the summer of 1974. Since that time, motions for extensions and a change of venue have been granted. Depositions in the case were taken on Jan. 30 1975. A trial date has tentatively been set for July 7, 1975. However, it is possible that further motions may change that.

The following pages include the original articles from the Yorktown High School paper which were part of the five-part series. In addition, some editorials and pertinent news stories were included.

EDITORIAL

BROADCASTER publishes first of five-part series on sex-related problems at Yorktown High School

School Policy:

Published below are the first two paragraphs from the section pertaining to married students in the high school board,s book of official policy.

MARRIED STUDENTS AND PREGNANCY (adopted 11-29-71)

Board: Acknowledging recent court rulings and interpretations by the Attorney General of Indiana, the Board of Education recognizes married students as having the same academic educational privileges and may carry the same responsibilities as unmarried students.

For married and unmarried pregnant girls, the superintendent shall develop alternatives whereby their education may be continued but consideration will be given regarding the distracting effect on the school of the pregnant girl's appearance.

The BROADCASTER staff is going to publish a five-part series on the problems related to sexual relationships between high school students in order to increase awareness about a very important issue in the high school today.

We hope to present this problem as objectively and openly as possible without offending or insulting anyone. This will be an investigation that will include interviews with students, doctors, administrators and other authoritative sources.

The purpose of this series is to make the community aware that sexual problems exist in our high school and are being neglected. Through our series we hope to inform the students about the methods of birth control, the agencies available and what they have to offer. The traumatic experience a student can go through because they don't know what to do or where to go, and a synopsis of a sex education course that is being taught in another school system will also be covered in this series.

PART #1 relates the experiences and feelings of several YHS students after facing the consequences of pre-marital sexual relationships.

PART #2 explains the purpose of Planned Parenthood and other social agencies and tells what they have to offer students needing information. This part will go into counseling and birth control devices.

PART #3 will include interviews with medical doctors to talk about medical problems stemming from sexual intercourse, such as venereal disease and unwanted pregnancies, along with the side effects of birth control devices. Also in these interviews we will include the laws applying to doctors treating teenage pregnancy.

Included in Part 3 will be the views of the clergy in the community. The stand of the church and the advice and recommendations of community clergymen will be in this section.

PART #4 will be centered around abortion. Abortion laws will be in this part, including hospitals and clinics in Indiana that will perform abortions.

PART #5 will tell about sex education courses being offered in another school system.

March 15, 1974

Part No. 1

Sexual relationships pose different problems for Yorktown students

This is the first of a five-part series on problems related to sexual relationships of high school students

In order to face a problem, we have to realize the importance and presence of it in our own society and community

Students are having a problem because of sexual relationships they don't understand and are ua
stand and are unable to handle.

For this reason we are publishing these interviews with YHS students so people will realize the problem does exist right in our own school.

The interviews on this page are with male and female students to emphasize the two separate points of view. The student's names on this page have been changed to protect the privacy of the individuals involved.

From the female viewpoint...

"I must admit that I still hoped for some miracle to happen but this miracle was not to be."

"We made a mistake one night and things just got out of hand."

With that statement one Yorktown High School girl told how she dealt with an unwanted pregnancy and the accompanying struggles.

"When I was two weeks late for my period, I knew I was pregnant. I just had a certain feeling that I can't explain. After three weeks had passed, I decided to go to Planned Parenthood. I was told that from what they could tell, I was pregnant, although there was still a 20 per cent chance that I might not be.

"The odds didn't look very promising and by this time I had pretty well accepted the idea that I was pregnant and I had begun to think of what I might do. I must admit that I still hoped for some miracle to happen but this miracle was not to be.

"I wanted to be absolutely sure that I was pregnant before I told my parents. I went to a doctor after one month of complete torture. My tests were positive which meant that I was pregnant and I can't say that I was shocked.

"What now? Abortion seemed to be the only answer since I was not ready for marriage, nor did I want to bring a child into the world under these conditions.

"My boyfriend wanted to get married and he became furious when I told him that I wanted an abortion. But he knew that it had to be my decision, so he said no more. The hard part came when I told my parents. They were naturally shocked and disappointed at first, but they said that it was my life and that they would stand by me with whatever decision I made. They really surprised me. My boyfriend's parents were very understanding also, and they did all they could to help."

"Some time has passed now since my abortion, and even though I have had some second thoughts about how it might have been, I feel like I did the right thing for everyone concerned."

"My experience with sex has turned me against the idea of having any more sexual relations at this point in my life, but I don't think that this will carry over into my later years. There are just too many other things that two people can share."

"I do think, however, that if a couple does decide to have sex, it's stupid not to get some protection. No one ever bothered to discuss sex with me. What I know, I've either read or heard through the grapevine. If I had been more informed, I think I would have been smart enough to take some precautions.

"I know I wouldn't have gotten pregnant if I would have known more about birth control and sex itself."

She smiled as though she saw something that I couldn't and then she said, "I don't know what I would do without my baby."

This young lady has a one and a half year old daughter but no husband. She seems very content with her life style and obviously happy with her decision to keep the baby.

When she first discovered her pregnancy, she became bitter toward everyone and everything. She said that if it hadn't been for her understanding family and friends, she never could have made it through this hard time.

She was another uninformed teenager who didn't know anything at all about sex.

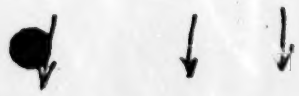
"I know I wouldn't have gotten pregnant if I had known more about birth control and sex itself. My boyfriend and I discussed marriage, and decided that we were just too young for that. I told him that I was going to keep the baby and he was glad. I take her to see him sometimes and they're pretty good friends."

She was somewhat scared but happy.

One teenage girl was happy upon discovering her motherhood, because she wanted a baby and felt she was ready to take on the responsibilities of marriage.

"I was somewhat scared because I didn't know what to tell everybody, especially my parents. The first person I told was my sister-in-law because she knows my mom real well. I tell her everything. Her advice to me was to tell my mom before someone else did. When I did tell my parents, they were calm and my mom asked me if I wanted an abortion and I told her that I didn't. I told them that I was ready to get married and they didn't stop me. I knew my boyfriend would be glad, because he was ready to get married too. His mom said that we could get married, but we waited to tell his dad until later because we thought he would give us a rough time. When we did tell him, he said it was all right to get married.

"I never considered an abortion and I don't see how anyone could have one. If two people are old enough to go to bed together, then they're old enough to take on responsibilities. If I had it all to do over, I wouldn't change a thing."



we explained that the interview was for the first of this series. We wanted them to relate their experiences to help other students understand the consequences of premarital sex. We were worried premarital sex. We were worried about the students being offended by our asking for the interview because of us invading their private lives, but most of the students were happy to talk with us because they realize the importance of what we are attempting to do.

(editorial on five-part series concerning the problems of sexual relationships of high school students, page 2.)

From the male viewpoint...

The first interview was with a Yorktown senior. This senior boy, who I will call John, had been going with Jane for only a few weeks when they had sexual intercourse: she became pregnant and decided upon abortion.

Their first step was to call Planned Parenthood. They went up for her test to be sure about the pregnancy. When Planned Parenthood said Jane was pregnant she went to her brother first.

"Jane told her brother first, of course, her girlfriend and I were with her," said John. "Jane's brother came over to her mom and dad's house that night to help tell them. Her mother just couldn't understand it, she was in hysterics."

When I asked John about telling his parents he said, "I told mom a long time before we were sure. Mom was the one who told dad. I wasn't home and mom was crying and dad wanted to know why she was crying.

"Once before, dad told me that if I ever got a girl pregnant, I couldn't ever come home. Of course, my dad was real concerned about Jane. You see, he came and found both of us to make sure we weren't running away or anything."

Jane's doctor referred them to a couple of abortion clinics and then finally to Indianapolis. "I didn't want her to have the abortion. I would rather have had the kid, but she didn't . . . " John didn't finish his sentence. He was staring at the floor, thinking. I asked him about marriage. He said, "I don't think marriage would have worked out very well but I still would have rather done that than what we did.

"I would say, if you are going to have sex, you had better take the right precautions, go to Planned Parenthood, get on the pill, whatever, because it's not worth it. It's not worth the emotional stress you go through. You might as well do it; it's not that hard. They won't beat you up or anything, you can get on it real easy, I wish. . ." He stopped again and said, "It really blew our relationship."

My next interview was with Bill. Bill's experience was similar to John's except Bill was using a condom that broke so he got on the phone to see about a morning-after treatment.

"I don't know if she was pregnant or not, chances are that she was. It's called the morning-after treatment. It's what they use in case of rape."

Bill said it was on a Saturday night when he had his accident. He called Planned Parenthood and reached some sort of hotline. The lady on the hotline gave Bill a toll free number he could call in Indianapolis so "We went through the phone book and looked for gynecologists. We found one and told him that the condom had broken and we wondered if it would be possible to have the morning-after treatment administered."

The doctor said yes but it would have to be within 48 hours. Bill and Mary agreed to meet the doctor at his office early Monday morning. Bill gave him a fake name and age because he thought she had to be 18 to have the treatment.

"It consists of two shots and a series of pills, like ten a day for five days. You have a violent reaction and get real sick. I guess you always do. We waited a couple of weeks for her period to start and it never started. So we called the doctor back. He gave us a prescription to induce her period and it worked."

Bill continued, "Say the morning after treatment wouldn't have worked, the baby would have to have been aborted. The baby probably would have been deformed, I guess about 90 per cent of the babies who get through that treatment are deformed. They have to be aborted, I'm sure."

Bill said he and Mary had sweated it out before. "We knew that if there was a baby, it would have to be aborted. . .there was no two ways about that. I wanted no child and neither did she. We knew we weren't ready."

Bill said the mental pain he had to go through, to have to wait, is just unbearable. He said he couldn't turn to anyone except a good friend once in a while, but never to a parent or anyone like that. "You just have to wait through that alone, it's awful."

"You find yourself praying to God, even if you don't believe in him. Dear God, I know I have done wrong and I'll never do it again. No matter what I'll never do it again. Two months later, what do you say again; forgive me, I'll never do it again, I mean it this time."

I asked Bill if he thought sex in his relationship with Mary helped and he replied, "Oh, it hurt our relationship, definitely, we felt like we had both been used."

My third interview was with Dick, he has been going steady with Sue for some time now and he believes sex plays a very effective role in their relationship. "In most cases it hurts it I guess but in our case I don't think it hurt at all. I think it brought us closer together. I can say that for a fact. It has brought us closer together with a better understanding of our love for each other.

Dick says he is one of the lucky ones because he has never even been forced to consider Sue being pregnant. "I've never worried about it."

Dick is a strong advocate of sex education starting at the sixth grade level. He said his father only discussed the matter with him once and that was when his dad told him to buy some rubbers and keep them in his billfold "just in case." Dick never did.

"I definitely think that sex education is needed, but I don't think it should start in high school, it's got to start around the sixth grade. I have a little sister in the eighth grade and I'm really scared of the things they talk about down there . . . I know what goes on. When you get up here it's too late. I'm really scared to talk to some of the freshmen around here about drug problems and sex because it's getting bad."

Dick said he thought morals today were too loose and that we should think more about morals. He thinks the pornography and filth going around here today has to have a definite effect on people. "A lot of kids get their first sex learning experience out of a book. That's where they are first in touch with it."

Dick continued, "Sex education is needed, I really believe it is, and I think it has to start in the sixth grade to let them know what they can get into. I don't know maybe it will get to some of the girls because the girls have got the last say." He continued, "A lot more no's would make a lot more happiness."

EDITORIAL

Sex series continued: focus on Planned Parenthood

The Broadcaster is publishing the second of a five part series on the problems related to sexual relationships between high school students in order to increase awareness about a very important issue in the high school today.

Even though student, teacher reaction to Part #1 of this series was favorable , the school board received a few phone calls criticizing the approach the Broadcaster made to this problem. Because of this criticism the Broadcaster has agreed to 'work with' school officials on the remaining parts of this series.

We hope to present this problem as objectively and openly as possible without offending or insulting anyone. This is an investigation that will include interviews with students, doctors, administrators, and other authoritative sources.

The purpose of this series is to make the community aware that problems do exist right here in our own high school and some possible solutions to the problems.

Knowing and understanding the problems of others may prevent a student from being forced to experience these problems himself or herself because of ignorance. There is no reason for a student to go through a traumatic experience because of not knowing what to do or where to go with his problem.

We will attempt to tell where information is available and how current legislation relates to the student. Information about the stand of the church, professional organizations, and schools on sex education and birth control devices will be included

PART #1 related the experiences of YHS students to stress the fact that sexual problems exist right here in Yorktown High School.

PART #2 explains the purpose of Planned Parenthood and what they have to offer students needing information. This part was to go into detailed information about birth control devices but was censored by Mr. Uptgraft, Assistant Principal.

PART #3 will include interviews with medical doctors to talk about medical problems stemming from sexual intercourse, such as venereal disease and unwanted pregnancies, along with the side effects of birth control devices. Also in these interviews we will include the laws applying to doctors treating teenage pregnancy.

Included in Part 3 will be the views of the clergy in the community. The stand of the church and the advice and recommendations of the community clergymen will be in this section.

PART #4 will be centered around abortion. Abortion laws will be in this part, including hospitals and clinics in Indiana that will perform abortions.

PART #5 will tell about the sex education being taught in some Yorktown High School classes and the sex education courses being offered in another school system.

17

Editors Note:

In this issue of the Broadcaster is publishing the results of the surveys the Yorktown High School administration conducted last week to determine school reaction to the BROADCASTER'S sex series. Although two separate surveys were administrered to teachers and students, the same pertinent questions were asked on both according to Mr. David Uptgraft, assistant principal.

Mr. Uptgraft explained that two classes per grade were surveyed at random. He said that approximately 200 students were included in the student survey.

In conducting the survey, Mr. Uptgraft said that the administration's main concern was the public's honest reaction to the series. "Being administrators sometimes people tell you what they know you want to hear and not what they really think," he said. He added that with anonymous surveys people are more likely to state their true opinion. Mr. Uptgraft concluded by saying the surveys would enable the administration to give a more accurate analysis of the school's general opinion of the series to the school board.

MARCH 29, 1974

Yorktown administration releases results of sex series survey

18

The following figures represent the total number of teachers who voted pro or con on the following questions.

1. Did you read the article? yes 33 no 8
2. What was your general reaction? favorable 26 unfavorable 9
3. If your general reaction was favorable, were there any of the article that you felt were inappropriate? yes 10 no 16
4. Do you feel that the article was beneficial to our student body? yes 21 no 12
5. Do you feel that you can justify the article to the community? yes 24 no 10
6. Do you feel that the four future articles of the five part series will be beneficial to our student body? yes 22 no 10

The following figures represent the total number of students who voted pro or con on the following questions.

1. Do you normally buy the Broadcaster? Yes 116 No 78
2. Do you regularly read the Broadcaster? Yes 153 No 108
3. Do your parents read the Broadcaster? Never 69 Occasionally 99 Regularly 18
4. Did you read the article? Yes 124 No 45
5. What was your general reaction? Favorable 112 Unfavorable 31
6. If your general reaction was favorable, were there any parts that you felt were inappropiate? Yes 39 No 107
7. Do you feel that the article was beneficial to our student body? Yes 107 No 41
8. Do you feel the four future articles of the five part series will be beneficial to our student body? Yes 118 No 39

Planned Parenthood

Part No. 2

In the March 15 issue of the Broadcaster we stated that in the second part of our five part series we would include information about what Planned Parenthood and other social agencies have to offer students.

The U.S. Department of Health, Education, and Welfare and the Indiana State Board of Health both work through Planned Parenthood.

"We don't want unwanted pregnancies; we don't want abortions; abortions aren't the way to a controlled population."

Students usually go to Planned Parenthood after they have encountered a problem. As one YHS student said, "Why would anyone ever go to a place like that unless they had a problem?"

"Planned Parenthood is to make every baby a wanted baby," said one of the workers at Planned Parenthood offices in Muncie. "We don't want unwanted pregnancies; we don't want abortions; abortions aren't the way to a controlled population."

In order to have a controlled population, Planned Parenthood makes information, published by the U.S Department of Health, Education and Welfare, available to the public, regardless of age. Any student wishing to obtain this information may go to Planned Parenthood.

Planned Parenthood administers pregnancy tests to girls under 18. If a girl is pregnant, and under 18 years old, Planned Parenthood cannot help her further unless she has parental consent.

Locally, Planned Parenthood began about 1965 with a group of volunteer doctors, nurses and interested people who saw the need in our community. "The first clinics were once a week in the Friends Memorial Church, and Ithink the first clinic had one patient," Ruth Cochran, ex-director of Planned Parenthood, said.

Clinics are held every Thursday night at Ball Memorial Hospital. Doctors at the clinics adminster pelvic examinations, give blood tests, urinalyses (pregnancy test), and V.D. (venereal disease) tests. They will also treat V.D. if a patient is a birth control client. Otherwise, V.D. patients are referred to a doctor.

Planned Parenthood is financed through individual contributions and the federal government; consequently, the income doctors and workers receive is low. "They are pretty generous (with their time). At times they will run down and then we have to put on a drive for volunteers again," Mrs. Cochran explained.

One of the birth control pamphlets available at Planned Parenthood explains the methods of contraception.

With each method, the pamphlet tells how it works, how relieble it is, any problems related to it, any side effects, advantages to each method, and whether a prescription is needed or not.

"This particular organization is for birth control, but we have branched out into other things, especially child care and child raising."

"This is for birth control," Mrs. Cochran emphasized. "This particular organization is for birth control, but we have branched out into other things, especially child care and child raising."

The information available at Planned Parenthood does not stop with sex education, V.D. information and birth control supplies. Pamphlets are available that include information about such things as maternity care, baby care, first aid and infectious hepatitis.

A pamphlet is available from Planned Parenthood on building self-confidence. It includes suggestions to parents on praising children, setting goals and punishment.

The series of picture leaflets available begin with maternity care and end with the care and training of the child in his pre-school years.

Another series available is on child nutrition. This includes a guide to a baby's first foods, foods for preschool children and the recommended diet for children up to 12 years old.

A small pamphlet to teenagers is intended to introduce teenagers to health, economic, emotional and social problems associated with bearing and rearing children, so they will be responsible parents.

Planned Parenthood all began with the struggle of Margret Sanger, a New York City woman, trying to get help for low income families who had no knowledge and no place to go for any kind of birth control. "She came from a poor family herself and saw the struggle," said Mrs. Cochran. "They (families) would just begin to get their feet on the ground and they have more children."

Margret Sanger was arrested a number of times and eventually was forced to leave the country. "It's a fascinating story. She is a real fighter and a real woman with a lot of personality on her besides fighting for this cause in which she believed so deeply," Mrs. Cochran said.

Planned Parenthood sets goal of making every baby a wanted baby

"Well, I believe in the basic goodness of people when they see a need for a cause such as Planned Parenthood."

When she was asked why anyone would want to spend time working for Planned Parenthood, she replied, "Well, I believe in the basic goodness of people when they see a need for a cause such as Planned Parenthood."

According to Mrs. Cochran, the birth rate in Delaware County has decreased by 600 births from 1970 to 1973. She said Planned Parenthood is partially responsible for this decrease.

One of the ways Planned Parenthood has informed the people is to speak in Delaware County Schools.

"There is no formal sex education in any of the schools in Delaware County. We are doing the majority of the sex education that is being done," Mrs. Cochran said. "Some teachers are concerned enough to do some on their own, but this is minimal." She explained, "The only way we can get into the schools is to be invited by a teacher who has to arrange it with the principal too. We have gone into such diverse classes as history and english." She concluded by saying , "It's an interested teacher who gets us there."

Mrs. Cochran stressed that Planned Parenthood is there to help everyone and that the group exercises the same confidential relationships as a doctor and patient.

In his historic population message to Congress, President Nixon noted: "Time is short. In the United States, all the values we cherish--happy families, decent housing, universal education, equal economic opportunity, natural beauty, outdoor recreation, simple privacy, and above all, individual human freedom--are threatened by the prospect of a population which doubles every 70 years. In the things that really count, 300 million Americans my be poorer in the year 2,000 than we are today."

"Time is short. In the United States, all the values we cherish—happy families, decent housing, universal education, equal economic opportunity, natural beauty, outdoor recreation, simple privacy, and above all, individual human freedom—are threatened by the prospect of a population which doubles every 70 years. In the things that really count, 300 million Americans may be poorer in the year 2,000 than we are today."

—President Richard Nixon

MARCH 29, 1974

agency for teenagers

by Kathy Schmidt and Rita Ruddick

Youth Service Bureau is alternative for courts

Jane Doe, a teenage girl ran away from home for one night. When she returned home her parents nailed all the windows shut in Jane's room and locked her in her room every night at 9. The next morning they unlocked the door only when Jane left for school.

Jane Doe is only one of the almost 200 cases the Youth Service Bureau (YSB) handled last year according to Mr. John Shotts, the director and a counselor of the YSB. The bureau handles between three and eight cases a day, 75 per cent of which are between the ages of 14-17.

Teenagers come to the YSB for various reasons but most of them being prospective runaways. The bureau has teenagers having problems with homosexuality, drugs, truancy from school and premarital sex. Everything the counselor and teenager discuss is kept in confidence and the parents are not told unless the teenager so desires. A lot of students are referred to the YSB by guidance counselors and teachers at their school, rather than being sent to probationary officers or courts.

Norman H. Walker, a Yorktown resident and former director of YSB, said that a group of interested people from the Social Service, Welfare Department, Juvenile Department and the Child Guidance Service decided that this agency for teenagers was necessary in Delaware County, two years ago.

The bureau, which has been directed by Mr. Shotts for the past year, also offers a program where kids can have a Big Brother or Big Sister. For instance, a YHS student taking advantage of the bureau's services, could be assigned a big sister, who is a volunteer college student. Being a big sister, according to one Big Sister at YSB started out as a community project. "All of my sorority sisters wrote their hobbies and characteristics down and gave them to the bureau. Then the bureau matched us up with girls from the bureau with similar characteristics and hobbies." She thinks the benefits are equal for both the big sister and the little sister. "I always wanted a little sister because I have two brothers." As for Big Brothers they were organized before YSB existed by the the Big Brothers of Delaware County, but work with the YSB.

The programs not only give the little sisters and brothers someone to confide in, but the big sister and big brother as well. Together the two do such things as taking a shopping spree at the mall, going out to eat, or maybe spending an afternoon at home in the kitchen baking a cake.

The bureau is located at 110 S. Walnut St. next to the Adult Bookstore. Any teenager with a problem who lives in Delaware County can go to the agency and talk over his or her troubles with the two counselors: Mr. Shotts, who has a masters degree in counseling and testing psychology; Miss Jill Liechty, who has a major in criminal justice and a minor in psychology from Anderson College. Or they can talk to volunteers from Ball State.

"Some policemen send kids here," said Mr. Shotts, "It just depends on the policeman as a person."

Youth who come to YSB are given the opportunity to take a personality test to find themselves. Everyone who goes there receives counseling from a qualified adult.

Mr. Shotts stressed that the counselors "lay it on the line; they don't mince words."

EDITORIAL

'Congress shall make no laws...abridging the freedom of speech or the press....'

by Cindy Schroeder
Editor-in-chief

Today we live in an age of instant communication. Yet, in spite of this fact, small towns in the U.S. have acquired a reputation of living in the past, or steadfastly clinging to one truth or doctrine, which is passed on to each new generation of townspeople. Although a majority of Yorktowners don't have or want this "small town" image, a minority of the community has taken the first step toward our acquiring one.

In recent weeks, a few members of the Yorktown community have complained through phone calls to school board members and administration officials that the BROADCASTER's sex series is unnecessary and is sensationalizing a nonexistent problem. These critics have generally fallen into two categories: 1) parents of YHS teenagers and 2) taxpayers of the Yorktown community.

If the critics are parents protesting on behalf of their teenagers, who they feel should not be exposed to the public information published in the BROADCASTER sex series then I hope that somewhere these students are finding an intelligent, well-informed person to educate them on the subject.

If the critics are assuming the role of taxpayers who are using their voting power and/or community prestige to pressure school officials into having printed what THEY want students to read in the high school newspaper, then they are defeating one of the basic principles our country is founded upon: a free press.

A free press, whether it has a circulation of 10,000 or ten, strives for four main goals: accuracy, responsibility, leadership and fair play. These are incorporated into the BROADCASTER staff policy.

An individual or even a group of individuals representing one isolated segment of society cannot benefit the public school system by impressing their personal values or morals upon the students. Morals are judgements of right and wrong, which are shaped through individual experiences. Although a society can suggest a code of ethics or morals for its citizens to follow, it technically is powerless to impose one philosophy or doctrine upon its citizens. One can't legislate morality.

Private schools were organized in this country to further the standards or beliefs of isolated segments of society. Parents who want their children to follow a particular creed, should enroll them in a private school, not a public one like Yorktown

Although the BROADCASTER staff agreed to work with administration officials in the preparation and subsequent publication of the five-part sex series, Mr. Pickell and Mr. Uptgraft do not have the power to censor or ultimately decide what will be printed in regard to the series or anything else that appears in this newspaper. Because of the sensitive nature of the subject we have devoted a five-part series to, we voluntarily agreed to let the YHS principal (or the vice-principal in his absence) read each part of the series and offer his criticism or praise, as a staff outsider.

As an editor, I carefully weigh these administrative comments when considering what information should be included in the series and how it should be presented, but I don't let the administration have the final say as to what will be printed in the BROADCASTER sex series or any other part of the BROADCASTER. The staff decides that.

The only major criticism this newspaper's staff has heard about the series has come from community members outside the high school. But even at that, support has been expressed by those outside the high school. Letters to the editor or the Yorktown NEWS run in favor of the series. Within the school, surveys conducted by the YHS administration after publication of part #1 of the series showed that a majority of Yorktown High School students and teachers believed that the series was, and will continue to be beneficial to the student body.

Students living in the Yorktown area should consider themselves fortunate to be attending a school that daily exposes them to a wide variety of backgrounds and viewpoints. In a public school system students can develop their individual personalities and not be molded into carbon copies of their parents or any other community members.

LETTER TO THE EDITOR

Dear Editor:

"Activity periods are messed up!" was one comment I heard.

My teacher is--lets just call him Maddog. He has kids sign out in order to go to their lockers, sign out to go to the rest room or sign out to get a drink of water, and that's just for the five-minute break between first and activity period.

With the understanding I got at the first of the year the word activity meant to be active.

The only thing our free 30 minutes can be used for now is a noisy babysitting class.

One suggestion was use it for a study hall. Well, I tried that and it's too noisy.

In my whole senior year the only thing I've learned from the activity period was which teacher was the best babysitter.

Unsatisfied Student

Part No. 3 —

From the doctors' viewpoint...

Community doctors contribute to five-part series on sexual-related problems

EDITOR'S NOTE

The BROADCASTER is publishing the third of a five-part series on the problems related to sexual relationships be-

Sexual problems affect all facets of our society and people come in contact with persons who have had sexual problems at one time or another, but the people who deal with these problems daily are doctors.

The following interviews are with four doctors from this community who have agreed to talk with the BROADCASTER and give their opinions on laws pertaining to doctors in their treatment of teenage pregnancy, abortion, methods of contraception and pre-marital sex.

Dr. Cole, family physician in Yorktown, said that the majority of high school sex problems were related to venereal disease, vaginal infections, and pregnancy. He stressed the fact that teenagers, regardless of age, could be treated by a medical doctor without the doctor having to inform the parents. "I always told my patients that once the door was closed that what we talk about is between you and I, and nobody, including dad and mom, has any right to know about that."

Dr. Cole said that venereal disease was an epidemic in our area just as it is everywhere. If more people would go to the doctor and have a culture done to determine if they have venereal disease or not it would help, he said. A person, no matter what his or her age, can be treated for VD without anyone except the health department knowing about it, according to the law, he said.

"One of the biggest problems I have with pre-marital teenage sex is that most kids get pregnant on purpose to get out of the home. They are so unhappy...and it's planned."

"One of the biggest problems I have with pre-marital teenage sex is that most girls get pregnant on purpose to get out of the home. They are so unhappy--and it's planned." Dr. Cole continued by saying that he would treat under-aged girls (under 18) without the parents being contacted.

"Should the school take up the gap?...I don't know. I think the school pretty much has to, especially when it becomes apparent that there is a problem. Usually the parents who issue the hue and cry 'They're teaching our kids to be promiscuous.' are the parents who are so threatened by the whole affair they don't approach it at all at home. The people who are complaining are the ones who need to be reached the most."

"The kids with problems are usually the ones where sex education is not taught in the home. The ones without problems usually are the ones who are reasonably well informed at home.

"Should the school take up the gap? I don't know. I think the school pretty much has to, especially when it becomes apparent that there is a problem. Usually the parents who issue the hue and cry 'They're teaching our kids to be promiscuous,' are the parents who are so threatened by the whole affair they don't approach it at all at home. The people who are complaining are the ones who need to be reached the most."

Dr. Cooley said that abortion could create a number of problems in society if it is not approached reasonably. He used the case of Japan for an example. Japan, after World War II, adopted extremely liberal abortion laws and because of the large number of abortions there aren't enough young people to care fot the older people. To solve this problem Japan is now considering a euthanasia law.

Dr. Cooley sid, "Abortion is a procedure that is done," and that it is not important how he feels about abortion, but it is important to the individual who faces it.

"Premarital sex is an individual matter and only a problem to individuals."

"Pre-marital sex is an individual matter and only a problem to individuals," said Dr. Cooley, "People think they have found something new. Really they haven't. They're just talking more. It seems as though every generation has to discover the wheel all over again, that's where you see the biggest differences between the age groups, between generations, because the older group, having been there before--

tween high school students.

Part 3 of this series includes interviews with medical doctors about medical problems stemming from sexual intercourse such as venereal disease and unwanted pregnancies, as well as the side effects of birth control devices. Also in these interviews we will include the laws interpreted by doctors who treat teenage pregnancy.

Also in this part are the views of the clergy in the community. (See page 10.) The stand of the church and the advice and recommendations of the community clergymen will be in this section.

In the next issue of the BROADCASTER, Part 4 and Part 5 of this series will be published. Part 4 will be centered around abortion. Part 5 will tell about the sex education being taught in some Yorktown High School classes and sex education courses being offered in another school system.

Dr. Cole said the pill is the safest and the best method of birth control. The most common side effects are neither that dangerous nor common. Side effects like weight gain and depression are most common for girls on the pill.

Dr. Cole said the pill, if taken correctly, is 100 per cent effective, the IUD or intrauterine device is about 97 per cent effective, the diaphragm with jelly or cream is 95 per cent effective, the condom and foam used are 95 per cent effective, the foam, jelly or cream is 75 per cent effective and the condom (rubber) alone is 75 per cent effective.

Dr. Cole said that all patients who are on the pill should have a pelvic test and a pap smear at least once a year. For unmarried patients who are sexually active and on the pill he recommended, but did not require, a culture to check for VD. "There is a proposal now before the county medical society to have the state board of health supply culture material free, so that anybody who wants a culture to check for gonorrhea can get it done free in a doctor's office."

There are no restrictions for medical doctors treating teenagers, according to Dr. Cole.

"Venereal disease is a problem in any dual population--all teenage populations," said Dr. Cooley, Yorktown physician since 1963, who deals with high school students having sexual problems like venereal disease and unwanted pregnancy.

"Many times people cannot handle things, unfortunately, the people who cannot handle things always seem to be the ones getting into them."

"Many times people cannot handle things, unfortunately, the people who cannot handle things always seem to be the ones getting into them."

When Dr. Cooley was asked what he would recommend to a girl if she was pregnant he said he would not recommend anything. He would simply present the options and let the patient make up her mind. "There are three options I would tell them about: 1) to get married and have the baby, 2) don't get married and have the baby, and 3) have an abortion."

When the question was qualified by saying that the client was under 18, Dr. Cooley responded by saying that Indiana law says that he may treat patients under 18 without parental consent and he does.

"The kids with problems are usually the one where sex education is not taught in the home. The ones without problems usually are the ones who are reasonably well informed at home.

'Here we go again, same thing again,'--and it just does not have the impact the second time around."

Dr. Cooley said that the pill was the best birth control device available and that the pill presents minimal problems for a young woman. He said the important thing was that the girls are using the pill correctly and know what to expect from it.

He said that the side effects from the pill include an increased rate of growth for breast cancer and tumors of the cervix. "It doesn't cause any of these things to start from scratch; it just speeds up the rate of growth and causes a person to check more often. There is a well known correlation between the pill and vein disease," he said.

Dr. Cooley concluded "People are not going to remain ignorant, ever, and neither should such a horriblebig deal be made of the whole thing. I think the older generation is wrong by saying 'We should not be having this information being dispelled so readily' and so on, but I think that the younger population is wrong to be making such a big deal out of it. Why should everybody get so pushed out of shape? It's all very simple and normal and straight forward. It's sort of like religion. It's only when you put a big mystique around it that it becomes a little difficult to figure out. When you de-bunk things and remove the clouds you find that you have spent weeks and weeks talking about something that could have been said in two hours."

A Muncie physician, who asked that his name not be used, offered his views on local and national statistics on teenage pregnancies, illegitimate births, abortions and venereal disease.

"One out of three brides is pregnant today," an area specialist in obstetrics and gynecology remarked in a recent interview with the BROADCASTER. "This wasn't true a generation ago," he added.

The physician said that the illegitimate birth rate is "much worse now" in spite of the recent Supreme Court ruling allowing abortions. He commented that although there has been a population increase from 1948 to 1973 in Delaware County, approximately 350 women left the community last year for abortions.

In the Muncie gynecologist and obstetrician's view, abortions are "not necessary" due to the morning after pill. He said that if the patient is examined and treated properly within three days after having sexual intercourse, the pregnancy can be terminated without an abortion.

The doctor didn't advocate one method of birth control as being better than all the others. "There are advantages and disadvantages to all methods of birth control," he said. "The birth control method prescribed depends on the anatomical, physiological and disease factors of the individual, as well as the personal risk."

The Muncie physician also refused to support abortion in any case. He expressed the philosophy that physicians are

continued on page 3

trained to improve and preserve life. "Why do two wrongs (pregnancy and abortion) make a right?" he asked. The doctor said that in his view, there is no difference between the unborn fetus and the living child. "They have the same chromosomes and are just as dependent (upon the mother) when the umbilical cord is cut," the physician said.

The doctor remarked that at a 1969 Washington conference of doctors and scientists, 59 out of the 69 present came to the conclusion that life begins at conception, and that the path from conception to birth is a "continuous stream of life." He said that one general conclusion was that abortion encourages unwanted pregnancies. He explained that in countries where abortion has been legalized for several years, many more abortions are performed than here in the United States.

"A general inclination is that abortions have decreased," he remarked, although no one knows how many there were in the beginning." The doctor cited statistics offered by pro-abortion groups as being inconsistent. "At one time they'll say that one out of 100 abortions are illegal, another time one out of 1,000, and still another time quote illegal abortions as being in the millions," he said.

"If many people presently undergoing abortions could see the multiple infertile families that I do, they might think differently about having an abortion."

According to the doctor a specialist in his field sees ten infertile patients for every patient suffering from an unwanted pregnancy. "If many people presently undergoing abortions could see the multiple infertile families that I do, they might think differently about having an abortion," he said. The doctor added that only 10 per cent of the infertile couples can ever hope to have a baby, due to complicated adoption procedures.

The Muncie physician also expressed the belief that teenage mothers are not ready to raise a child by themselves.

"Everybody loves a baby, but what happens when that child is two or three and the mother wants to take a job or be free to date?..."

"Everybody loves a baby," he said. "But what happens when that child is two or three and the mother wants to take a job or be free to date? Few illegitimate children are raised solely by the mother," he continued. "They are usually raised by another relative such as the grandmother who ends up using the child as a club."

He commented that as a physician he constantly sees "terrible treatment of the unwanted child. It's an injustice

BROADCASTER

have an abortion who is over 18 and anyone under 18 may have an abortion with parental consent. He said that he had a number of high school students with sex problems and that a number of these sex problems are definitely due to ignorance. When asked if he thought VD was a problem in the high school, he said that he knew it was a terrible problem at Ball State and that it probably spins off into the high school.

When asked what advice he gives to unmarried pregnant women he said he just presents the three alternatives to them and lets them make up their own minds. "They can either get married, have an abortion, or have their baby, but it's not my decision to make. If they decide to have an abortion, I will refer them to an agency that will give them one."

This doctor said he required parental consent before he would treat anyone under 18 because he understood that to treat anyone under 18 without parental consent was statutory rape. He said he was no lawyer and was not sure about the new laws but still required parental consent for patients under 18.

He said there were three major arguments against premarital sex: 1) it may cause pregnancy; 2) it may cause venereal disease, and 3) it is morally wrong to many people.

This doctor will prescribe the pill to anyone 18 or over after running a pap smear and a physical examination. If the patient is under 18 he requires parental consent. He said the most common side effect from the pill was pregnancy symptoms like nausea, bloating, weight gain, soreness of breasts and increased vaginal discharge and infection. Another side effect is blood clotting and bleeding.

For the IUD (intrauterine device) the most common side effects are bleeding and infection. He said the other birth control methods don't have as many side effects but have an increased pregnancy rate.

"I definitely think sex education is necessary. The home is where sex should be discussed and taught but there are a number of cases where it is never discussed in the home. I don't think there is any substitute for finding out about things in the home."

"I definitely think sex education is necessary," said the doctor. "The home is where sex should be discussed and taught but there are a number of cases where it is never discussed in the home," he said. "I don't think there is any substitute for finding out about things in the home."

He does not think the church is place to teach sex education because too many people do not attend church. He did recommend that sex education be offered in the school to make up

Clergy viewpoint

that people advocate teenage mothers to keep their babies," the physician remarked. "The illegitimate teenage mother is keeping the baby for her own selfish reasons."

According to the physician, only 20 per cent of illegitimate babies are put up for adoption, while 80 per cent are kept by the mothers. When asked if illegitimate births were treated differently than legal births, he answered, "When one out of every 12 or 13 births are illegitimate, you treat them the same."

"It's a fallacy to believe that with one abortion or one illegitimate birth, the mother has learned a lesson..."

"It's a fallacy to believe that with one abortion or with one illegitimate birth, the mother has learned a lesson," he commented. The doctor said he knows of several persons who have had multiple abortions.

The physician attributed the increase in illegitimate births and abortions to the morality deteriation of this generation. He listed specific examples of this as being society's general permissiveness, the car, parents being away from home and a decrease in the church, government and the home.

The Muncie physician feels the state should "very definitely put more emphasis on the family because the family is where sex is." He expressed the belief that morality is taught through the church, home and school, but the burden of sex education should be placed on the parents.

When asked about the feasibility of sex education courses in school, the physician replied that it depended on the quality of the teacher and how the subject was presented. "Sex can be presented in a good or bad fashion," he said. "In my opinion, there are few qualified teachers available." He explained that some are only "qualified in technique" and the "how to" of sex.

On the subject of venereal diseases, the doctor remarked that decreased usage of condoms, increased promiscuity, and a decrease in morality have led to today's venereal disease problems. "Although not as good a birth control device as some methods, condoms prevent spread of venereal disease like no other birth control device does," he commented.

The physician said that gonorrhea has greatly increased in recent years, but that "it's more easily treated than syphilis." He described syphilis as being "very different." He cautioned that while practically erradicated, it is still a dangerous disease that can cause all kinds of body damage to those suffering from it.

"Even if we had a vaccine, we could not completely erradicate venereal disease," he said. "As long as there are people with low morals, or multiple sex partners, we will have venereal disease."

The next interview was with a Muncie physician who asked to have his name withheld from publication. He thought the present abortion law was adequate in saying that anyone may

the gap for the ones who don't learn at home. "I think there should be a course in school where these things are discussed as openly and freely as possible without embarrassment to anyone and yet so that if a person does have a question or is faced with some situation in his or her social life, he or she does have some idea. For example, I have had some girls come in who thought they might be pregnant but they hadn't had intercourse, but they worried about being pregnant. Same thing with VD, they had been petting and they think that perhaps they had contacted VD; things like this where if they would have gone through a good sex education course they would know whether this was a possibility or not. So I think it's important.

"In some cases an impartial outsider could provide more answers than perhaps your own mother and father. They could provide the answers but sometimes they are reluctant to."

"In some cases an impartial outsider could provide more answers than perhaps your own mother and father," said the Muncie physician, "They could provide the answers but sometimes they are reluctant to."

"I think not to have some class offered like that is wrong. There is a class in Family Relations at Ball State; for example, I know the lady who teaches it and she said it's unbelievable what some college age students don't know about the subject they are talking about. They go through it in very basic fashion. They cover all kinds of birth control and so on. I think this is excellent but I think it's too late then. Those girls and fellas have been dating for who knows how many years, and they should have had that a long time ago."

The doctor concluded, "It ought to be like drivers education. Sure, you can learn how to drive from your folks but sometimes somebody that you don't know can tell you what you are really doing wrong and do it with less emotion and I certainly think that the same thing holds true in sex education."

"It ought to be like drivers education. Sure, you can learn how to drive from your folks but sometimes somebody that you don't know can tell you what you are really doing wrong and do it with less emotion and I certainly think that the same thing holds true in sex education."

on page 10

From the clergy's viewpoint...

The church plays an active role in advising and counseling teenagers with sex-related problems.

Father Kohl from St. Mary's church in Muncie came to Yorktown to talk with the BROADCASTER about the Catholic Church's stand on a number of problems.

Father Kohl said a stand on sex education varies between different cultures in different countries. He said, "The Catholic Church, as with all Christian faiths, is basically in the interest of truth in pursuing truth and disseminating truth. Sexuality is a very real part of the human personality and I don't see why this should receive any less attention or any more attention."

Sex education is not offered to students at St. Mary's as an elective. The juniors and seniors alternate each year and are taught a 28-week course on the subject of marriage. "We will discuss various aspects of marriage and a Catholic approach to marriage."

"In terms of the church then, it would be something that we wouldn't deal with directly," said Father Kohl. ". . .it would be related, for example, in terms of a Catholic school, in terms of our Sunday school program, our catechism, integrated in subjects of marriage; it would be integrated in terms of the pulpit, pamphlets and booklets."

"Also, any person that is going to be married in the Catholic Church will have six marriage instructions prior to marriage. They will deal with sexuality, but not with sex; in other words they will deal with the integration of the whole personality in terms of a marriage situation."

Father Kohl said he was very reluctant to talk about sex outside the context of a loving relationship.

Father Kohl said he was very reluctant to talk about sex outside the context of a loving relationship.

"The parent has the primary responsibility for the education of their children in all areas, said Father Kohl. "As a church, the parents by approval have delegated some areas of sexual education."

The Catholic Church is against abortion 100 per cent, said Father Kohl, "Once there has been conception, there is human life, regardless of our feeling towards it. Since it is human life, it is to be respected as human life."

"The Protestant tradition will say 'I feel it's a child,' or 'I don't feel that it's a child,' and it's a question of feeling, whereas in the Catholic tradition we say regarded. There is a sinful side to the use of sexuality. I think this can enter into it but this isn't restrictive to teenagers. ...Sexuality is great. I think its tremendous, but it's the use of sex that is in question."

The next minister that talked with the BROADCASTER was Rev. Huffman from the Friends Dayspring Chapel. He started by saying that the only sex education taught in the Friends Church was in the youth group and from the pulpit, but there was no definite program.

Rev. Huffman said the Friends Church does not take a definite stand on abortion and that he, personally, hadn't any definite opinions on abortion.

"In thinking about sex education as an answer to the problem of loose morals and behavior. I think you have to tackle it from at least three areas of responsibility I) the family-sex education and the development of proper sexual behavior, I think, first starts with parents 2) the school has a real responsibility in sex ed. 3) the church.

"It's the responsibility of the parents for their child to accept his or her sex identity, to know what it is, to accept it and understand it..."

"It's the responsibilty of the parents for their child to accept his or her sex identity, to know what it is, to accept it and understand it. ...I think there is alot of education that can take place at home with regard to the necessity of male and female for reproduction and a few of the more obvious requirements for reproduction."

He went ahead to say the biology of reproduction is the role of the school in sex education. The parts of the body and their functions, like for the girls, the breast and beginning of her menstrual cycle, and the boys need to understand wet dreams. He said all these things can be talked about from the purely biological point of view.

"The church then takes the next step and it answers the question, What are the standards or what are the rules by which I might govern the use of what I have? ... We (the church) teach them the proper use of sex."

Rev. Huffman said, "I think that a young person should realize that there are some psychological hangups that can occur if we disregard the laws of God with regard to sexual activities. I think that the chastity and purity prior to marriage are an important thing, to safeguard against responsibilities you might not be capable of handling, such as pregnancies, or promiscuity leading

"I'll just talk about the area here. It's an overcrowded area. People live together in too small a place. There is no place for them to go, so the boys and girls get together. Of course this is, for the moment, some release for them and relief. I don't think they are bad kids at all. To put it into plain language, I don't think the girls are harlots and I don't think the boys are anything either. We have blacks and whites here. . .now I'm not bringing race into it, I'm just saying they are all together.

"Planned Parenthood would not make a bit of differences in the situation."

When Rev. Phillips was asked about the influence of Planned Parenthood in his area he said, "Planned Parenthood would not make a bit of difference in the situation. They (the people) don't plan, they wouldn't plan and if you would give them something to use, they wouldn't use it. They would not bother to do it.

"And they are nice people too. I am not thinking of them as being low grade. Like I had a family come down here where 14 lived in the house and they had three or four last names. The man that was living with them wasn't the husband.

"They are not getting married anymore. They have children. I said to one of these mothers whose girl had had a baby when she was 14, 'Dorothy has got a baby, has she?

"Oh, yes, it's a beautiful baby! She never once thought that it was wrong for her to have that baby."

'Oh, yes, it's a beautiful baby.' She never once thought that it was wrong for her to have that baby."

Rev. Phillips continued by saying, "The only way I can change their views at all is to get them connected with the church and then that always doesn't do it either, but it helps. Now I've had these boys around here for three or four years and they haven't gotten into any trouble because of the church's influence and yet they have good times too. They learn that there are other things important besides sex and that's what we preach, that there are other things important besides sex and that's what we preach, that there are other things important. I never really jump onto a bunch of kids and

less of personal feeling, it is a child."

Father Kohl said, "Abortion is taking life once it's been conceived. A birth control device, in this narrow sense, is a means of preventing the conception from taking place."

"An IUD (Intrauterine device) would be bad for us because the semen and the egg have the possibility of fertilization. Once there is fertilization, the fertilized egg descends down the fallopian tube and it hits the IUD and it flips off, so for us that's an abortion device."

"What is birth control and why birth control?"

Father Kohl continued, "What is birth control and why birth control? Is it so two teenagers in heat can get it together in the middle of the night in the back seat of a Ford? They say that's birth control but, that's sex, that's not sexuality. That's not love in my mind and anybody who says it is, well, we're in two different ball parks, that's all."

He said that a primary way to fight pre-marital sex is "education, simple education... education would be the first step in my mind. Making people aware of the situation, making people aware of what is going on and what will happen if something does occur. And then finally if it does occur through ignorance or through whatever, without evaluating the motivations, what can be done to help that person to reachieve his or her dignity."

"We have a heavy moral obligation to give alternatives to abortion."

He talked about how we can help people when they are in a position where they need help by telling about the Birthright program. This program, which is sponsored by a number of organizations and churches, gives a girl who is pregnant an opportunity to have her baby with the least number of problems. Father Kohl said Birthright would provide assistance with medical expenses, pre- and post-natal care, would aid in a move from one community to another if desired. "We have a heavy moral obligation to give alternatives to abortion... in terms of financial assistance, emotional assistance, spiritual assistance, and educational benefits." Father Kohl said they were trying to get Birthright into this community.

"...Sexuality is great. I think it's tremendous, but it's the use of sex that is in question...."

Father Kohl concluded by saying "Sex can be mis-

to venereal disease that can really destroy your life. Not only that safeguard but the psychological problems that can be avoided such as the knowing distrust of the mates thinking, 'Who did my husband have sex with before he married me?' and that kind of thing can gnaw at a person's life, mind, and heart for a long time."

Rev. Huffman concluded by saying, "God wasn't kidding when he gave us the ten commandments, because he knew that if we would follow these things that ultimately we would be the most happy.

When asked about birth control Rev. Huffman said, "I favor contraceptive methods." Then he stressed the fact that they were not to promote freedom from responsibility but that many people did need family planning.

He said that contraceptives give a sexual freedom to married people while, at the same time, controlled population and didn't overburden anyone financially.

The next interview was with Rev. Phillips from the Main Street United Methodist Church. Rev. Phillips, a community worker in the eastern portion of Muncie, began the interview by saying "I deal constantly with the sex problem in this area."

"These kids can tell you anything you want to know about sex, there is no knowledge they don't know.... they know more than the teacher would know."

The first question was what is the role of sex education in the development of a person? Rev. Phillips remarked, "These kids can tell you anything you want to know about sex, there is no knowledge they don't know. . .they know more than the teacher would know. That's right, practical experience and I'm not against sex education. I'll tell you that, I'm not against it at all. I could bring kids in here six years old that could tell you all there is to know about sex.

"If I would bring a bunch (of boys) in here and start to talk about sex, they could just tell you anything, in fact anything you just want to talk about. I heard a boy and a girl talking the other day, they were just talking out. If you would have been here they would have gone right ahead, you know. He said some boy got a girl pregnant, and the girl said 'He's crazy; he should have used something,' just like that.

"So it isn't something they don't know. In other words, they know where babies come from and they know the consequences of it, but they also know that when they have a baby they can draw aid to dependent children, and this is something. They think, 'If I get so much money a month this will be wonderful,' because they had never had any money.

say 'sex is wrong', if you would say that you would lose them completely. I think it's unfortunate that they have sex until the proper time but I've learned better to say 'you have sinned.' They would not know what sin was, and to them that's not sin anyway."

When asked about abortion Rev. Phillips said he didn't believe in abortion. "A young girl sat here a while back. The girl was 16 and she was pregnant by a negro boy. This felia (a white boy) knew she was, but was going to marry her anyway. They say 'Our parents both say to have an abortion, what do you say?' I said, 'If you want to give the child away, that's all right, but you don't have the right to have an abortion,' and that's what I believe. That is my personal belief. I might not always tell them that but that's my personal belief."

He summed up the discussion about the morals of abortion by telling a story. "I had a brother-in-law, a doctor, who said, 'They asked me to come to church, one of the biggest churches in that particular town which was 20,000, and he said, 'I couldn't go to that church because I've had dozens of women in that church ask me to have an abortion.' "

"I couldn't go to that church because I've had dozens of women in that church ask me to have an abortion."

Broadcaster concludes five-part sex series

With the publication of part 5, the BROADCASTER has concluded its five-part series on problems stemming from sexual relationships between high school students. In these articles ~~we of the~~ BROADCASTER staff have not condemned or condoned anything; we have simply reported the facts as accurately as possible in order for our readers to draw their own conclusions of the subjects duscussed. Through this series we have tackled what we feel to be one of the major causes of any problem—that of ignorance. We have not claimed to be absolute authorities on the subject of human sexuality, but we have tried to present basic information we feel high school students need to know. If the series has prevented one individual from undergoing a traumatic experience through a sexual relationship then we feel the series has been worth the effort.

May 13, 1974 BROADCASTER

(Contract Terminated)

YHS journalism advisor refuses to resign

Mrs. Joan T. Lentczner, advisor to the Yorktown High School BROADCASTER, has appealed to the Mt. Pleasant Township Community School Board for a public hearing to discuss reasons for her being fired, after she refused to sign a resignation form.

Mrs. Lentczner's lawyer, Mr. Richard Cardwell of the Hoosier State Press Association, has written a letter to the school board asking for an open hearing. According to Mrs. Lentczner, the issue at stake will be the freedom of the high school press. She explained that she couldn't separate her job from the issue of a free high school press in her appeal because in her opinion, "teaching a free press IS my job."

Mrs. Lentczner explained, "IF THEY (administration) deny the right of a free press to high school students, then they are denying my right as publications adviser to teach a free press, and that is an infringement upon our first amendment right."

The question of a free press arose when YHS principal, Mr. Robert Pickell, recommended a change in Mrs. Lentczner's teaching position for the 1974-75 school year after the BROADCASTER had published three parts of a five-part series on problems stemming from sexual relationships. This recommendation was made on a teacher evaluation sheet filled out by him in early April, in which he rated her above average, good and superior in all categories of teaching. At the end of the evaluation he wrote: "Is reluctant to work with the administration concerning publications especially in the areas where togetherness is most important, i.e. controversial issues. This is evident even after statement at board meeting." (This last part referred to a closed meeting called by the school board at which Mrs. Lentczner was asked to appear. She explained at this time that she and the paper's editors would work with the administration on the five-part sex series that the staff was writing.) "Was on a one-year agreement. Recommend a change in this position for 1974-75."

In an interview with the BROADCASTER, Mr. Pickell declined to give reasons for requesting her resignation. "In all fairness to her, I don't think I should downgrade or upgrade her in the school newspaper," he commented. Mr. Pickell added, "Some privacy of the individual should be protected. I don't think people need to be put on trial through the newspaper.

Abortion Part No. 4

Legal aspects...

On Jan. 22, 1973, the U. S. Supreme Court overruled all state laws that prohibit or restrict a woman's right to obtain an abortion during her first three months (first trimester) of pregnancy. The Supreme Court decision was based on two cases: Roe v. Wade, which challenged a 100-year-old Texas abortion law, and Doe v. Bolton, which challenged a relatively modern law in Georgia.

Before this decision, the Indiana law only allowed abortions to save the life of the mother. In Indiana's abortion statutes, an abortion is defined as "any terminancy of pregnancy before the fetus is viable." (Capable of life outside the womb)

Current Indiana abortion statutes allow the woman and her doctor to decide if an abortion is necessary in the first three months of the woman's pregnancy. In the second and third trimesters of a woman's pregnancy, written consent of the woman and her husband is required before an abortion can be considered. (The Supreme Court decison did not state specifically whether the woman's husband must give consent according to information published by the Association for the Study of Abortion. Some states require the husband's consent, but most do not. The ASA contends that "there is considerable legal support for the argument that requiring the husband's consent violates the constitutional rights of the wife.")

If the woman is under 18 years of age, her parents or other adult must sign the written consent. According to the Indiana abortion statutes, no doctor or nurse is required to perform or assist in an abortion if it is against his or her moral or religious beliefs.

Indiana abortion statutes define two types of abortions: spontaneous and induced abortion.

The spontaneous abortion, commonly known as a miscarriage, is an unpreventable act of nature that happens without too much warning. Induced abortions consist of two types: therapeutic and criminal. Therapeutic abortions are performed by a physician and are legal. The criminal abortion has many forms. It can be performed by a physician in a state that prohibits abortion, the woman herself, or a quack doctor.

At present the U. S. Senate is conducting hearings concerning the possibility of adding an anti-abortion amendment or amendments to the Constitution, according to Ms. Sue Errington, head of NOW's reproductive task force. Indiana Sen. Birch Bayh–D is head of the Senate committee listening to testimony. The committee has already heard the religious testimony for and against abortion and is presently listening to medical testimony.

Ms. Errington added that several states have passed resolutions calling for a certain abortion amendment to be ratified by Congress. Indiana has not done this according to Ms. Errington, but its general assembly has asked that another Constitutional Convention be called to discuss anti-abortion amendments. "If this happened, it would be only the second time it has occured in our country's history," she said. "The only other Constitutional Convention met when the country was first formed."

MAY 13, 1974

Sex Education Part No. 5

Yorktown High School

A formal sex education course is not presently included in the curriculum at Yorktown, however, the subject is dealt with in three classes: health, biology, and home economics.

The girls Health class, taught by Mrs. Butler and Miss Parrish, discusses female and male reproductive systems, dating and physical, mental and social effects of pre-marital sex. Included in the course are films about venereal disease and childbirth.

The boys health class, taught by Mr. Schmeckebier, Mr. Everett and Mr. Ritchhart, covers venereal disease, childbirth and touches on dating. Films are shown in conjunction with the venereal disease studies.

Biology, taught by Mr. Larry Snodgrass, is a sophomore-oriented class. The textbook, B.S.C.S. Green Version, stresses ecology in the first half of the book.

In conjunction with ecology, population control is briefly discussed as a means of solving some of the world's problems. "Birth control is discussed in a general way, and detailed information is not usually discussed," said Mr. Snodgrass.

One chapter in the text is concerned with infectious diseases. Venereal disease is discussed including the transmission, occurrence, symptoms, causes, cures and prevention of gonorrhea and syphilis.

Two chapters in the book are concerned with reproduction and heredity. The reproductive processes of various plants and animals, including man, are presented.

United Methodist Church

Sexually Speaking- Who Am I? is the title of a junior high school level book used by the Methodist Church in their youth group sex education program.

Published by Graded Press, a division of United Methodist Publishing House, Sexually Speaking-Who Am I? is a religiously oriented book that explains sex in general, as well as technical, well-defined terms.

The book used diagrams in explaining sex organs and their functions. It also goes into the psychological aspects of sexual relations and physical changes related to maturing. The book went into society's expectations of a mature individual. This reviewer recommends that this book be read by all junior high school students as it would give a young teenager an appreciation of his or her own sex and role in our society.

Growing Up With Sex by Richard F. Hettlinger is written for the high school student. It is used in high school age sex education classes in the Methodist church.

This book discusses how sex fits into the life of a teenager, puberty to abortion. It discusses a teenager's sexual needs. Necking and petting, homosexuality, sex and society, sex and love, teenage marriage, the sex organs and reproduction, birth control, venereal disease and abortion are some of the subjects. The book also contains a glossary of terms to help the student understand the book to its fullest extent. This reviewer also recommends that this book be read by all high school students.

Southside High School

Southside High School in Muncie has a class, called Marriage and Family Relations, which verges on a sex education course. Two reporters made an abortive attempt to sit in on a Marriage and Family Relations class at Southside to interview the teacher and members of the class. The plan was changed when Mr. Orville Huffman, director of guidance, called Yorktown school and said that the principal of Southside wouldn't permit the Yorktown students to enter the class or interview the teacher. He agreed, however, to grant an interview with the Broadcaster reporters. It was later found that the teacher of the Marriage and Family Relations class didn't want to get involved in the story because of the publicity the Broadcaster had received.

Mr. Huffman said that the Marriage and Family Relations course is working out very well with the students enrolled in the classes. Young women who had been enrolled in the class and are now married often come back and talk to the students about problems encountered after marriage.

The course covers dating, engagement, marriage, child planning and money management.

According to Mr. Huffman, the purpose of the class is, "to paint a realistic picture of what marriage is. It's not all bells and sparkling eyes."

A one-semester class open to sophomores, juniors and seniors, the class consists of primarily juniors.

The annual enrollment of this class is between 150

Family Health, offered to juniors, includes a study of the woman's body and sexual functions as well as conception and development of the child.

Personal Adjustment, Marriage and Family Living is a senior, second, semester class. The course presents physical, psychological and biochemical differences between men and women. It discusses pre-marital sex standards and its effects on everyone concerned. Toward the end of the semester Marriage, pregnancy and its alternatives, and love and infatuation are presented.

Both the junior and senior courses are taught by Mrs. Saxman, home economics teacher.

Broadcaster concludes five-part sex series

In this issue the BROADCASTER staff has published the fourth and fifth part of a five-part series on problems related to sexual relationships between high school students.

Part 4 of the series is concerned with the legal aspects of abortion. Included in this part are the Indiana abortion statutes with the state's definition of the term "abortion," as well as the United States Supreme Court ruling on the legality of abortions in this country.

Part 5 describes two different types of sex education courses being taught in local schools. Sex education taught in Yorktown High School classes is described as well as courses offered at Muncie Southside High School. Also included in part 5 is a synopsis of a talk given at Yorktown High School by Mrs. Pat Bennett from Planned Parenthood in Muncie.

Pat Bennett from Planned Parenthood

Mrs. Pat Bennett, nurse and education at Planned Parenthood, has made several trips to Yorktown, talking to senior modern problems classes and girls' health classes. She discusses sexual problems with the students and answers many of their questions.

Mrs. Bennett has the students write their questions on paper, then she recites the questions and answers them in front of the class.

Some of the questions the students ask are:

"How do you go about getting an abortion?"

"How long does it take for the pill to be effective?"

"Do they have cures for all kinds of venereal disease?"

"Can a girl get pregnant without actually having sexual intercourse?"

"Where can a person be checked and treated for venereal disease at low cost or free of charge in Muncie?"

"Can you get venereal disease without sex?"

(Several of the questions have been answered in parts two, three and four of the BROADCASTER sex series.)

Mrs. Bennett is completely honest with the students and explains her answers carefully so the students fully understand her.

"Physically we're all prepared for it (sex), she said. "At a certain age we're ready but to be emotionally ready is a different thing.

"We can control pregnancy; we can control venereal disease; we can't control your feelings," she concluded.

and 200 students. Southside has a total enrollment of 1750.

The class has been in Southside curriculum for over seven years according to Mr. Huffman, and has had little adverse reaction from the community.

Most people are aware of the class and there has been no problem. "We get a lot of parent pressure to enroll their children into the class," says Mr. Huffman.

The course, believes Mr. Huffman, is preparing the enrolled students for married life. He qualified the course by saying that it was not a sex education class, merely an outgrowth of Southside's Home Economics Department.

Mr. Huffman is aware of the need for a sex education course in area schools but doubted that one would become a part of any curriculum in the near future. Incorporating a sex education course was tried a few years ago at Wapahani and a teacher was fired in the attempt.

"It's (sex education) an area where teachers feel uncomfortable teaching," said Mr. Huffman. "There aren't that many qualified teachers, willing to put themselves or their jobs on the line."

Until formal sex education becomes a reality, students in local schools will have to be content with classes like Southside's Marriage and Family Planning.

EDITORIAL

Editor reflects on staff policies, press freedom, and next year's staff

by Cindy Schroeder
editor-in-chief

The May 13 senior issue of the BROADCASTER marks the last issue to be published by the present journalism II class. The BROADCASTER will appear once more this year, but it will be published by the journalism I class. To this and all future BROADCASTER staffs, I want to wish the best of luck in all journalistic endeavors.

At the beginning of the school year, the staff members established the policies for this newspaper and printed them in the Sept. 28 issue of the BROADCASTER. This being our last issue, I would like to repeat them for the benefit of our readers who didn't read them the first time or have forgotten them.

The staff policies read as follows:

The publication of the BROADCASTER for the Yorktown High School is printed to inform the students, faculty, administration and the community. It is also to help the journalism class acquire experience and view the opinion of all students. To provide leadership and to entertain the reader is also one of the newspaper's goals.

The criteria of the paper follows:

Accuracy—maximum effort to print the truth in all news statements, strive for completeness and objective writing to guard against carelessness, bias or distortion by either emphasis or omission.

Responsibility—in the public interest use mature and considered judgement at all times, use the news on the basis of the significance and usefulness to the public, respect rights of privacy, clearly define sources of news, and tell the reader when competent sources cannot be identified, instruct its staff members to conduct themselves with decorum.

Leadership—act with courage in serving the public, help to protect all rights and privileges guaranteed by law

Fair Play—should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard. Articles alleged to the following reasons to be withheld from the press:

1. Libelous material—result in defamation of character as a statement concerning a person which may unnecessarily expose him to hatred, ridicule or contempt.

2. Malicious statements—those articles which are motivated by, and convey feelings of hatred or contempt, whether based upon false or misleading statements, half-truths or distortions of the truth.

3. Language and pictorial content—that which is obscene and profanity, unless it is intrinsic to nature of the story.

4. Invasion of privacy—should not invade private rights of feelings without sure warrant of public right as distinguished from public curiosity.

As members of the 1973-74 BROADCASTER staff, we have striven to uphold the above policies. In our role as a free responsible press, I feel we've outgrown the misleading label of "high school publications." The total concept of a free press with its duties, restrictions and responsibilities has inspired us to expand our coverage to the community and issues that aren't relevant to Yorktown High School alone.

Until this year I had just read about a free press and its problems in books. A free press was an overworked phrase that I took for granted, so I never thought much about it.

This year things changed though, when I became editor-in-chief of the BROADCASTER and learned through first hand experience what a free press is. I learned that as a reporter and editor it's not a right to be taken lightly, this responsibility of informing the public of what we think they need to know as well as what they want to know. Sometimes I wish that an incident or problem had never happened, but it's still my duty as a reporter to write that story. In countries where the press is not allowed to be a check on government institutions or individuals, the press is useless as a voice of the people, and becomes a puppet of those in power.

I'm glad that the BROADCASTER has not become a victim of censorship like so many high school newspapers across the country. Suppression of this newspaper would rob future journalism students of faith in their very country when one idea is "preached" and another "practiced."

My message to next year's editor-in-chief of the BROADCASTER, Vicki Hermansen, is this. Uphold the responsibility of a free press through accuracy, leadership and fair play.

If you ever find its freedom threatened, fight for it, for without it you have nothing.